



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

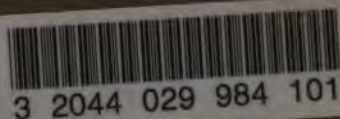
About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

LB1141

.I6

1918



PROCEEDINGS

OF THE

Twenty-Fifth Annual Meeting

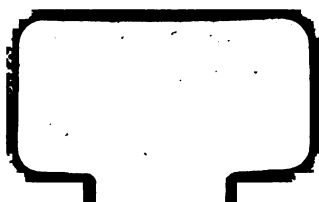
OF THE

INTERNATIONAL
KINDERGARTEN UNION

CHICAGO, ILL.

June Twenty-fourth to Twenty-ninth

Nineteen Hundred and Eighteen



PROCEEDINGS
OF THE
Twenty-Fifth Annual Meeting
OF THE
INTERNATIONAL
KINDERGARTEN UNION



CHICAGO, ILL.
June Twenty-fourth to Twenty-ninth
Nineteen Hundred and Eighteen

LB1141

.I6

1918

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
LIBRARY

CONTENTS

Officers	5
Committees	6-10
Honorary Life Members.....	11
Active Life Members.....	11
Active Members by Branches.....	11-24
Affiliations	25
Associate Members	25-39
Reports of—	
Treasurer and Auditor.....	40
Corresponding Secretary	41
Recording Secretary	42
Committee on Election	43
Propaganda Committee	44-46
Committee on Foreign Correspondence.....	47-52
Literature Committee	53-55
Music Committee	56-58
Child Study Committee.....	59-66
Froebel Monument Committee.....	67
Necrology Committee	68-70
Committee on Co-operation with National Congress of Mothers	71
Committee on Co-operation with N. E. A.....	72-73
Bureau of Education Committee.....	74-77
Work of I. K. U. in Co-operation with the United States Bureau of Education.....	78-80
Committee of Nineteen.....	81-84
Sub Committee on Education of Committee of Nine- teen	85-87
Kindergartners' War Service.....	88-89
Committee on Amendments.....	90-91
Committee on Resolutions.....	92-93
Proceedings of the Twenty-fourth Annual Convention.....	94-110
Papers Submitted—	
Relation of Initiative and Organization to Educa- tion—four papers—	
1st Paper—Caroline D. Aborn.....	111-115
2nd Paper—Catherine R. Watkins.....	115-120
3rd Paper—Luella A. Palmer.....	120-122
4th Paper—Grace E. Mix.....	122-124
Community Singing Related to the War—Peter W. Dykema	125-129

What Can the Kindergarten Do for Democracy.....	129-137
Address of Mrs. Amalia Hofer Jerome.....	137-139
In Tribute to the Work of Mrs. Alice Putnam.....	139-140
General Character and Work of Measurements in the Grades, and the Need of These in the Kinder- garten Field—Alma L. Binzel.....	141-148
The Application of Scientific Method in Kinder- garten Education	149-158
Constitution of the I. K. U.....	159-164
Directory of Schools.....	165-172
Kindergarten Training Schools Discontinued.....	173

INTERNATIONAL KINDERGARTEN UNION
OFFICERS

President

MISS CAROLINE D. ABORN
Department of Education
Mason St., Boston, Mass.

First Vice-President

MISS JULIA WADE ABBOT
Board of Education
Minneapolis, Minn.

Second Vice-President

MISS LUCY E. GAGE
State Normal School
Kalamazoo, Mich.

Recording Secretary

MISS ELLA RUTH BOYCE
Board of Education
Pittsburgh, Pa.

Corresponding Secretary and Treasurer

MISS MAY MURRAY
Editor "The Kindergarten and First Grade"
Springfield, Mass.

Auditor

MISS KATHERINE MARTIN
School of Education, University of Chicago
Chicago, Ill.

INTERNATIONAL KINDERGARTEN UNION COMMITTEES

Advisory Committee

MRS. MARIA KRAUS-BOELTE, * Chairman, Chester Hall, 201 West 107th St., New York City.
MISS LUCY WHELOCK, 100 Riverway, Boston, Mass.
MRS. ALICE H. PUTNAM, 7 Centennial Ave., Sewickley, Pa.
MRS. ADA MAREAN HUGHES, 47 Dundonald St., Toronto, Can.
MISS SARAH A. STEWART, Avon-by-the-Sea, N. J.
MISS ANNIE LAWS, 2927 Reading Road, Cincinnati, Ohio.
DR. JENNY B. MERRILL, 500 Manhattan Ave., New York City.
MRS. BERTHA PAYNE NEWELL, Weaverville, N. C.
MISS ELIZABETH HARRISON, 2944 Michigan Boulevard, Chicago Ill.

Committee of Nineteen

MISS ANNIE LAWS, Chairman, 2927 Reading Road, Cincinnati, Ohio.
MRS. MARIA KRAUS-BOELTE, Chester Hall, 201 West 107th St., New York City.
MISS LUCY WHELOCK, 100 Riverway, Boston, Mass.
MRS. ALICE H. PUTNAM, 7 Centennial Ave., Sewickley, Pa.
MISS ELIZABETH HARRISON, 2944 Michigan Boulevard, Chicago, Ill.
DR. JENNY B. MERRILL, 500 Manhattan Ave., New York City.
MRS. LAURA FISHER TAUSSIG, 1714 N St., N. W., Washington, D. C.
MISS ALICE E. FITTS, 181 Steuben St., Brooklyn, N. Y.
MISS MARY C. MCCULLOCH, Board of Education, St. Louis, Mo.
MISS PATTY S. HILL, Teachers College, Columbia University, New York City.
MISS HARRIET NIEL, 200 Commonwealth Ave., Boston, Mass.
MISS FANNIEBELLE CURTIS, Department of Education, 500 Park Ave., New York City.
MRS. ADA MAREAN HUGHES, 47 Dundonald St., Toronto, Can.
MRS. M. B. B. LANGZETTEL, 112 East 71st St., New York City.
MISS NINA C. VANDEWALKER, State Normal School, Milwaukee, Wis.
MRS. MARY B. PAGE, 701 Rush St., Chicago, Ill.

Committee on Training and Supervision

MISS MARY C. SHUTE, Chairman, 331 Walnut Ave., Roxbury, Mass.
MISS EDITH ADAMS, State Normal School, Ypsilanti, Mich.
MISS EDNA BAKER, 2944 Michigan Boulevard, Chicago, Ill.
MISS CAROLINE BARBOUR, State Normal School, Superior, Wis.
MISS MARION BARBOUR, State Normal School, Chico, Cal.
MISS NELLIE E. BROWN, 29 James St., Bangor, Me.
MRS. ORIETTA S. CHITTENDEN, Board of Education, Omaha, Neb.
MISS MARTHA V. COLLINS, State Normal School, Mankato, Minn.
MISS ANNA DEVEREAUX, Benvenue St., Wellesley, Mass.
MISS CORA L. ENGLISH, R. F. D. No. 6, Independence, Mo.
MISS JENNIE R. FADDIS, * Department of Education, St. Paul, Minn.
MISS NETTA FARIS, 2050 East 96th St., Cleveland, Ohio.
MISS HELEN GORDON, 1527 Park Road, Washington, D. C.
MISS MAY HILL, Ethical Culture School, Central Park West and 63d St., New York City.

*Died December, 1918.

MISS J. JANET HOFFMAN, 701 Rush St., Chicago, Ill.
 MISS GENEVIEVE LYFORD, State Normal School, Moorhead, Minn.
 MISS STELLA MCCARTY, Goucher College, Baltimore, Md.
 MISS LUELLA A. PALMER, 510 West 123d St., New York City.
 MISS N. LOUISE ROETHGEN, Adelphi College, Brooklyn, N. Y.
 MISS FANNIE A. SMITH, 863 Lafayette St., Bridgeport, Conn.
 MISS LILLIAN H. STONE, 6 Linton St., Cincinnati, Ohio.
 MISS HATTIE TWICHELL, Longmeadow, Mass.
 MISS ANNA WILLIAMS, 634 North 12th St., Philadelphia, Pa.

Committee on Propaganda

MISS GRACE E. MIX, Chairman, State Normal School, Farmville, Va.
 MISS WILLETTTE A. ALLEN, 70 Jackson St., Newnan, Ga.
 MISS GRACE A. FRY, Supervisor of Kindergarten Training, Cincinnati, Ohio.
 MISS JANE BROWNLEE GRAY, 142 Park Hill, Hot Springs, Ark.
 MISS MARION S. HANCKEL, 259 Bedford St., Cumberland, Md.
 MISS HENRIETTA HARKIN, 2007 Fourth Ave., Cedar Rapids, Iowa.
 MRS. HARRIET HELLER, 450 Park St., Portland, Ore.
 MISS ELIZABETH G. HOLMES, State Normal School, Oswego, N. Y.
 MISS ROSE JONES, University of Utah, Salt Lake City, Utah.
 MISS STELLA A. MCCARTY, Goucher College, Baltimore, Md.
 MISS CLARA MEISNER, State Normal School, Ellensburg, Wash.
 MRS. NORA MILLSAUGH, 1032 West 22d St., Los Angeles, Cal.
 MISS ADELE J. MINAHAN, City Hall, Columbia, S. C.
 MISS MAHEL M. OSGOOD, College of Industrial Arts, Denton, Tex.
 MISS H. GRACE PARSONS, Room 605, Commonwealth Building, Denver, Colo.
 MISS LILLIAN B. POOR, Department of Education, Mason St., Boston, Mass.
 MISS ELIZABETH A. WOODWARD, 67 Schermerhorn St., Brooklyn, N. Y.

Committee on Foreign Correspondence.

MRS. MARY B. PAGE, Chairman, 701 Rush St., Chicago, Ill.
 MISS MARY A. HAMILTON, 8 Jarvie Place, Trenton, N. J.
 MISS ANNIE L. HOWE, 22 Nakayamati Dori, 6 Chome, Kobe, Japan.
 MISS CLARA MOSSER, Paia, Island of Maui, Territory of Hawaii.
 MISS ALMIRA M. WINCHESTER, Kindergarten Division, Bureau of Education, Washington, D. C.

Committee on Child Study.

MISS JULIA PEPPER, Chairman, 32 Summer St., Providence, R. I.
 MRS. R. D. ALLEN, Louisville Normal School, Louisville, Ky.
 MR. J. MACE ANDRESS, Normal School, Boston, Mass.
 MISS JESSICA E. BEERS, Ethical Culture School, Central Park West & 63d St., New York City.
 MISS ANNE S. BLAKE, State Normal School, Geneseo, N. Y.
 MISS GRACE L. BROWN, Teachers College, Columbia University, New York City.
 DR. WILLIAM H. BURNHAM, Clark University, Worcester, Mass.
 MISS SUE COLLINS, 1311 Mt. Royal Ave., Baltimore, Md.
 MISS HELEN G. DWYER, 701 Rush St., Chicago, Ill.
 MISS MARY E. ELY, Armour Institute, Chicago, Ill.
 MISS MARGUERITE FRANKLIN, 328 Summit Ave., Boston, Mass.

Committee on Literature.

MISS GRACE HEMINGWAY, Chairman, 419 West 119th St., New York City.
 MISS ADA MAE BROOKS, Broadoaks School, Pasadena, Cal.
 MISS MARY DABNEY DAVIS, 434 West 120th St., New York City.
 MISS GEORGENE FAULKNER, 4746 Dorchester Ave., Chicago, Ill.
 MISS IRENE HIRSCH, Drake University, Des Moines, Iowa.
 MISS BERTHA JOHNSTON, 389 Clinton St., Brooklyn, N. Y.
 MISS MARY L. MORSE, 1400 Augusta St., Chicago, Ill.
 MRS. ALICE O'GRADY MOULTON, 1376 Asbury Ave., Hubbard Woods, Ill.
 MISS NORA A. SMITH, 145 West 58th St., New York City.
 MRS. GUDRUN THORNE-THOMSEN, 321 Belden Ave., Chicago, Ill.
 MISS ADAH F. WHITCOMB, 5131 Cornell Ave., Chicago, Ill.

Committee on Graphic Arts.

MISS LOUISE C. SUTHERLAND, Chairman, State Normal School, Winona, Minn.
 MISS GRACE A. CORNELL, Teachers College, Columbia University, New York City.
 MISS LUCY H. PIPER, Colfax School, Pittsburgh, Pa.
 MR. WALTER SARGENT, University of Chicago, Chicago, Ill.
 MISS MARGARET C. SEAVER, 154 Mill St., Waverly, Mass.

Committee on Music.

MISS CORINNE BROWN, Chairman, 903 Main St., Cedar Falls, Iowa.
 MISS LILLIAN L. BISSELL, 44 Spring St., Hartford, Conn.
 MISS SARAH E. PALMER, 4814 Carnegie Ave., Cleveland, Ohio.
 MR. CALVIN B. CADY, 714 Davis St., Portland, Ore.

Committee on Finance.

MISS CATHARINE R. WATKINS, Chairman, 1720 Oregon Ave., Washington, D. C.
 MISS MAY MURRAY, "Kindergarten and First Grade," Springfield, Mass.
 MISS ANNA LITTELL, 3 The Forest, Dayton, Ohio.

Committee on Publication.

MISS BESSIE M. PARK, Chairman, 1039 20th St., Des Moines, Iowa.
 MISS VERA DILLIN, 2837 Rutland Ave., Des Moines, Iowa.
 MISS VIDA R. COLLINS, 1429 27th St., Des Moines, Iowa.

Committee on Credentials and Elections.

MISS MARGARETTA VOORHEES, Chairman, Park School, Liberty Heights Ave., Baltimore, Md.
 MISS JANE BYRNE, Lawrence House, 918 Lombard St., Baltimore, Md.
 MISS NANNIE SHAW, Park School, Liberty Heights Ave., Baltimore, Md.
 MISS ANNA LITTELL, 3 The Forest, Dayton, Ohio.
 MISS ANNA CLARY STEVENS, 5911 Dibble Ave., Cleveland, Ohio.

Committee on Nominations.

MISS ANNA E. HARVEY, Chairman, Adelphi College, Brooklyn, N. Y.
 MISS GENEVA L. BOWER, 920 Wilson St., Racine, Wis.
 MISS HELEN DWYER, 701 Rush St., Chicago, Ill.
 MISS NETTA FARIS, 2050 East 96th St., Cleveland, Ohio.
 MISS BARBARA GREENWOOD, 4150 Rosewood Ave., Los Angeles, Cal.

Committee on Amendments.

MISS ANNIE LAWS, Chairman, 2927 Reading Road, Cincinnati, Ohio.
 MISS FRANCES LEVOY, 6125 Roe St., Cincinnati, Ohio.
 MISS MARIE RAINS, 5 N. Warwick Bldg., Avondale, Cincinnati, Ohio.
 MISS MATILDA N. REMY, 6 Linton St., Cincinnati, Ohio.
 MISS CATHARINE R. WATKINS, 1720 Oregon Ave., Washington, D. C.

Committee on Froebel Monument.

MISS MARY C. McCULLOCH, Chairman, Board of Education, St. Louis, Mo.
 MISS GRACE E. BARNARD, 2748 Ashby Ave., Berkeley, Cal.
 MRS. ELIZA A. BLAKER, 2307 Alabama St., Indianapolis, Ind.
 MISS NETTA FARIS, 2050 East 96th St., Cleveland, Ohio.
 MISS ELIZABETH HARRISON, 2944 Michigan Boulevard, Chicago, Ill.
 MISS ANNA E. HARVEY, Adelphi College, Brooklyn, N. Y.
 MISS ANNIE LAWS, 2927 Reading Road, Cincinnati, Ohio.
 MRS. MABEL MACKINNEY SMITH, 194 Riverside Drive, New York City.
 MISS ANNA M. STOVALL, 560 Union St., San Francisco, Cal.
 MISS MARY H. WATERMAN, 524 West 42d St., New York City.

Committee on Necrology.

MISS FANNIE A. SMITH, Chairman, 863 Lafayette St., Bridgeport, Conn.
 MISS CLARA S. BROWN, Hotel Avis, Pomona, Cal.
 MISS MABEL E. OSGOOD, 40 High St., Springfield, Mass.

Committee on Co-operation with National Education Association.

MISS LUCY WHELOCK, Chairman, 100 Riverway, Boston, Mass.
 MISS ALMA BINZEL, Northrop Collegiate School, Kenwood Parkway, Minneapolis, Minn.
 MISS ELLA C. ELDER, 731 Elmwood Ave., Buffalo, N. Y.
 MISS ADA VAN STONE HARRIS, 6216 Howe St., E. E., Pittsburgh, Pa.
 MISS ELIZABETH HARRISON, 2944 Michigan Boulevard, Chicago, Ill.
 MISS PATTY S. HILL, Teachers College, Columbia University, New York City.
 MISS MARY C. McCULLOCH, Board of Education, St. Louis, Mo.
 MRS. MARY B. PAGE, 701 Rush St., Chicago, Ill.
 MISS LILLIAN H. STONE, 6 Linton St., Cincinnati, Ohio.
 MISS ALICE TEMPLE, School of Education, University of Chicago, Chicago, Ill.
 MISS NINA C. VANDEWALKER, State Normal School, Milwaukee, Wis.
 MISS CATHARINE R. WATKINS, 1720 Oregon Ave., Washington, D. C.
 MISS ELIZABETH A. WOODWARD, 67 Schermerhorn St., Brooklyn, N. Y.

Advisory Board to National Education Association Committee.

MR. CHARLES E. CHADSEY, Supt. of Schools, Detroit, Mich.
 MR. RANDALL J. CONDON, Supt. of Education, Cincinnati, Ohio.
 MR. E. A. HARTWELL, Supt. of Schools, Buffalo, N. Y.
 DR. A. E. WINSHIP, Journal of Education, Beacon St., Boston, Mass.

Committee on Affiliation with National Congress of Mothers.

MISS ELIZABETH HARRISON, Chairman, 2944 Michigan Boulevard, Chicago, Ill.
 MISS FANNIEBELLE CURTIS, Department of Education, 500 Park Ave., New York City.
 MRS. GEORGE W. EGGERS, 428 Normal Parkway, Chicago, Ill.
 MISS LUCY WHELOCK, 100 Riverway, Boston, Mass.

Members from National Congress of Mothers.

MISS JENNIE HILDENBRANDT, 2909 Allen Ave., St. Louis, Mo.
 MRS. A. O. RUSTE, Charles City, Iowa.
 MISS J. N. PORTER, Lakeside Drive, Dallas, Texas.

Bureau of Education Committee.

MISS NINA C. VANDEWALKER, Chairman, State Normal School, Milwaukee, Wis.
 MISS ALMA BINZEL, Northrop Collegiate School, Kenwood Parkway, Minneapolis, Minn.
 MISS JULIA S. BOTHWELL, 20 The Roslyn, Clifton, Cincinnati, Ohio.
 MISS ELLA C. ELDER, 731 Elmwood Ave., Buffalo, N. Y.
 MISS ELIZABETH HARRISON, 2944 Michigan Boulevard, Chicago, Ill.
 MISS PATTY S. HILL, Teachers College, Columbia University, New York City.
 MRS. AMALIE HOFER JEROME, 6427 Greenwood Ave., Chicago, Ill.
 MISS ANNIE LAWS, 2927 Reading Road, Cincinnati, Ohio.
 MISS MARY C. McCULLOCH, Board of Education, St. Louis, Mo.
 MRS. ALICE O'GRADY MOULTON, 1376 Asbury Ave., Hubbard Woods, Ill.
 MRS. MARY B. PAGE, 701 Rush St., Chicago, Ill.
 MISS LUELLA A. PALMER, 510 West 123 St., New York City.
 MISS ALICE N. PARKER, The King Edward, Bayard and Wellington Sts., Pittsburgh, Pa.
 MISS MARY C. SHUTE, Normal School, Boston, Mass.
 MRS. MABEL MACKINNEY SMITH, 194 Riverside Drive, New York City.
 MISS ALICE TEMPLE, School of Education, University of Chicago, Chicago, Ill.
 MISS MARGARET A. TRACE, Board of Education, Cleveland, Ohio.
 MISS CATHARINE R. WATKINS, 1720 Oregon Ave., Washington, D. C.
 MISS LUCY WHELOCK, 100 Riverway, Boston, Mass.
 MISS ALMIRA M. WINCHESTER, Kindergarten Division, Bureau of Education, Washington, D. C.

Committee on Minimum Essentials in Kindergarten and Elementary Grades in Co-operation with Committee in National Council of Education.

MISS H. GRACE PARSONS, Chairman, Room 605 Commonwealth Bldg., Denver, Colo.
 MISS JULIA S. BOTHWELL, 20 The Roslyn, Clifton, Cincinnati, Ohio.
 MISS ELLA VICTORIA DOBBS, University of Missouri, Columbia, Mo.
 MISS JENNIE R. FADDIS, Department of Education, St. Paul, Minn.
 MISS ANNIE E. MOORE, Teachers College, Columbia University, New York City.
 MRS. ALICE O'GRADY MOULTON, 1376 Asbury Ave., Hubbard Woods, Ill.
 MISS LUELLA A. PALMER, 510 West 123d St., New York City.
 MISS LAURA SMITH, Supervisor of Primary Grades, Atlanta, Ga.
 MISS MEREDITH SMITH, University of Pittsburgh, Pittsburgh, Pa.

Committee on Co-operation with Home Economics Departments of State Universities.

MRS. MARGARET J. STANNARD, Chairman, 2 Chestnut St., Boston, Mass.
 MISS CORINNE BROWN, 903 Main St., Cedar Falls, Iowa.
 MISS GENEVIEVE LYFORD, State Normal School, Moorhead, Minn.
 MRS. MARY B. PAGE, 701 Rush St., Chicago, Ill.
 MRS. EDITH LESLEY WOLFARD, 29 Everett St., Cambridge, Mass.

MEMBERSHIP LIST OF INTERNATIONAL KINDERGARTEN UNION

HONORARY LIFE MEMBERS.

Mrs. Maria Kraus-Boelte, Chester Hall, 201 West 107 St., New York City.
Mrs. Alice H. Putnam, 7 Centennial Ave., Sewickley, Pa.
Miss Angeline Brooks, 180 Marion St., Springfield, Mass.
Dr. William N. Hailmann, Pasadena, Cal.
Mme. Charles Bertinot, 3 Avenue du Coq, Rue St. Lazare, Paris, France.
Mr. James L. Hughes, 47 Dundonald St., Toronto, Ont.

ACTIVE LIFE MEMBERS.

Miss Sarah A. Stewart, Avon-by-the-Sea, N. J.
Miss Annie Laws, 2927 Reading Road, Cincinnati, Ohio.
Miss Jenny Hunter, 2079 Fifth Ave., New York City.
The Golden Gate Kindergarten Association, San Francisco, Cal.
Mrs. William H. Lamprecht, 205 West 103d St., New York City.
Miss Clara Wheeler, 135 College Ave., N. E., Grand Rapids, Mich.
L'Union Familiale, Mlle. Gahery, Directrice-Fondatrice, 185 Rue de
Charonne, Paris, France.
Miss Anna M. Stovall, 560 Union St., San Francisco, Cal.

ACTIVE MEMBERS.

Branches.

CHINA.

Central China Kindergarten Association—84 members.

President, Miss Kate B. Hackney, Laura Haygood Normal School,
Soochow.

Secretary, Mrs. W. R. Wheeler, Hanchow.

North China Kindergarten Association—20 members.

President, Miss Bessie McCoy, Presbyterian Mission, Pekin.

Secretary, Miss Adelle Tenney, American Board Mission, Pekin.

JAPAN.

Kindergarten Union of Japan—113 members.

President, Miss Annie L. Howe, 22 Nakayamati Dori, 6 Chome,
Kobe.

Secretary, Mrs. E. C. Henniger, Toyama.

NEW ZEALAND.

Dunedin Froebel Club—30 members.

Secretary, Miss Dora W. Ensom, 84 London St., Dunedin.

ENGLAND.

Froebel Society of London—9,000 members.

President, Rev. W. Temple, M. A., St. James Rectory, Piccadilly, London.

Secretary, Miss L. C. Courtenay, 4 Bloomsbury Sq., London, W. C.

CANADA.

PROVINCE OF BRITISH COLUMBIA

Kindergarten Association of Vancouver—25 members.

President, Mrs. F. Griffin.

Secretary, Mrs. Isabel C. McRae.

PROVINCE OF NEW BRUNSWICK

St. John Free Kindergarten Association—18 members.

President, Mrs. I. Newton Vincent, 5 Garden St., St. John.

Secretary, Mrs. Frank Rowse, 150½ Leinster St., St. John.

I. K. U. Correspondent, Miss Helena H. Rowse, 150½ Leinster St., St. John.

PROVINCE OF ONTARIO

London Froebel Society—33 members.

President, Mrs. Hutchinson, 421 Rectory St., London.

Secretary, Miss E. Southcott, 306 Simcol St., London.

Kindergarten Department, Ontario Educational Association—75 members.

President, Miss Clara Brenton, 188 Bruce St., London.

Secretary, Miss L. Williams, 96 Jameson Ave., Toronto.

I. K. U. Correspondent, Same as Secretary.

Toronto Froebel Society—70 members.

President, Miss Emma Duff, 55 Edna Ave., Toronto.

Secretary, Miss Noreen Dorrien, Althelma Apts., Grosvenor St., Toronto.

I. K. U. Correspondent, Miss Wholley, 21 Delaware Ave., Toronto.

PROVINCE OF QUEBEC

Montreal Froebel Society—20 members.

President, Mrs. E. Busteid, 87 St. Mark St., Montreal.

Secretary, Mrs. D. L. Crawford, 130 Brock Ave., Montreal, West.

CALIFORNIA.

BERKELEY

Alumnae Association Miss Barnard's Kindergarten Training School—50 members.

President, Miss Harriet E. Huggins, Lawrence Apts., Oakland.

Secretary, Miss Adelaide Adams, 3046 Benvenue Ave., Berkeley.

LOS ANGELES

Kindergarten Club, Los Angeles Normal School—96 members. (Associate branch).

President, Miss Josephine McAlister, 1824 West 6th St., Los Angeles.

Secretary, Miss Elizabeth Mascord, State Normal School, Los Angeles.

I. K. U. Correspondent, Same as Secretary.

Southern California Kindergarten Club—157 members.

President, Miss Emily M. Pryor, 1303 Lyndon St., So. Pasadena.

Secretary, Mrs. Edith O. Kirkpatrick, R. 10, Box 216, Los Angeles.

I. K. U. Correspondent, Same as Secretary.

OAKLAND

Oakland Kindergarten Club—40 members.

President, Miss Winnie McFarland, 1202 Wellington Ave., Oakland.

Secretary, Miss Beth Stark, 149 Montesito St., Oakland.

I. K. U. Correspondent, Same as Secretary.

SACRAMENTO

Sacramento Froebel Society—26 members.

President, Miss Ethel Baker, 2217 21st St., Sacramento.

Secretary, Miss Marian McClatchy, 2207 Jay St., Sacramento.

I. K. U. Correspondent, Same as Secretary.

SAN FRANCISCO

Golden Gate Kindergarten Association—23 members.

President, Miss Virginia Fitch, Clift Hotel, Geary and Taylor Sts., San Francisco.

Secretary, Mrs. A. D. Keyes, 3476 Jackson St., San Francisco.

SANTA BARBARA

Santa Barbara Kindergarten Club—11 members.

President, Mrs. Lydia Reed, 1635 Garden St., Santa Barbara.

Secretary, Miss Gladys E. Curtis, 119 West Mission St., Santa Barbara.

Santa Clara County Kindergarten Association—15 members.

President, Miss Isabel MacKenzie, 51 Fremont St., San Jose.

Secretary, Miss Felicia Perkins, 74 N. 10th St., San Jose.

CONNECTICUT.

Connecticut Valley Kindergarten Association—106 members.

President, Miss M. Lima Culver, 775 Asylum Ave., Hartford.

Secretary, Miss Edith L. Cook, 19 Sumner St., Hartford.

BRIDGEPORT

Fannie A. Smith Kindergarten Alumnae Association—76 members.

President, Miss Louise Hoyt, 851 Park Ave., Bridgeport.

Secretary, Miss Florence B. Hawley, 260 Park St., Bridgeport.

I. K. U. Correspondent, Mrs. A. W. Mitchell, 1946 North Ave., Bridgeport.

Connecticut Froebel Normal Alumnae Association—21 members.

President, Miss Margaret L. Hughes, 38 Washington Ave., Bridgeport.

Secretary, Miss Blanche Meltzer, 1352 Fairfield Ave., Bridgeport.

HARTFORD

Hartford Froebel Club—50 members.

President, Miss Francilla J. Goodenough, 20 Niles St., Hartford.

Secretary, Miss Flora Crane, 223 Sisson Ave., Hartford.

NEW HAVEN

New Haven Association of Kindergartners—64 members.

President, Miss Julia L. Smith, 109 Ellsworth Ave., New Haven.

Secretary, Miss Margaret Porter, 196 Park St., New Haven.

COLORADO.**DENVER**

Denver Teachers Club, Kindergarten Department—75 members.

Secretary, Miss Julia M. Brown, 1829 Franklin St., Denver.

DISTRICT OF COLUMBIA.

District of Columbia Kindergarten Association—30 members.

President, Miss N. D. Moote, The Mendota, Washington.

Secretary, Miss Catharine Brackett, 1464 Girard St., N. W. Washington.

Washington Kindergarten Club—45 members.

President, Miss Retha Dillard, 1837 Vernon St., N. W. Washington.

Secretary, Miss Genevieve L. Burke, 1826 13th St., N. W. Washington.

FLORIDA.

Florida State Kindergarten Association—7 members.

President, Miss Laura Warriner, Tallahassee.

Secretary, Miss Margaret K. Somerville, 424 E. Monroe St., Jacksonville.

JACKSONVILLE

Jacksonville Kindergarten Club—21 members.

President, Miss Jean Somerville, 1937 St. Johns Ave., Jacksonville.

Secretary, Miss Gladys Bland, 1618 Park St., Jacksonville.

TALLAHASSEE

Student and Alumnae Kindergarten Association, Florida State College for Women—40 members.

President, Miss Hattie L. Trammell, State College for Women, Tallahassee.

Secretary, Miss Clara Welch, State College for Women, Tallahassee.

GEORGIA.

Atlanta Kindergarten Alumnae Club—42 members.

President, Mrs. C. A. West, 65 Austin Ave., Atlanta.

Secretary, Miss Aileen Field, Marietta, Ga.

I. K. U. Correspondent, Miss Mary Rivers, Decatur, Ga.

SAVANNAH

Kate Baldwin Free Kindergarten Association—9 members.

President, Mr. George J. Baldwin, Savannah.

Secretary, Miss Clara B. Vaughan, 208 Bolton St., West, Savannah.

Savannah Kindergarten Club—112 members.

President, Mrs. T. P. Waring, 10 Taylor St., W., Savannah.

Secretary, Miss Hazelle H. Beard, 102 Henry St., E., Savannah.

I. K. U. Correspondent, Same as Secretary.

ILLINOIS.

CHICAGO

Fellowship Club of Chicago Kindergarten Institute—200 members.

President, Miss Helen G. Dwyer, 701 Rush St., Chicago.

Secretary, Miss Grace Kee, 515 Barry Ave., Chicago.

Chicago Free Kindergarten Association Collegiate Alumnae—50 members.

President, Miss Minnie E. Smith, 5516 Cornell Ave., Chicago.

Secretary, Miss Jessie A. Cantwell, 946 East 44th St., Chicago.

Chicago Froebel Association Alumnae—125 members.

President, Mrs. H. B. Vanzwohl, 6023 Kenmore Ave., Chicago.

Secretary, Miss Elsie M. Jerome, 5730 Washington Boul., Chicago.

Chicago Kindergarten Club—150 members.

President, Mrs. M. H. Topping, 521 Barry Ave., Chicago.

Secretary, Miss Grace Kee, 515 Barry Ave., Chicago.

Chicago Public School Kindergarten Association—150 members.

President, Miss Louise Goodhue, 245 Linden Ave., Wilmette.

Secretary, Miss Josephine Peck, 4040 Prairie Ave., Chicago.

I. K. U. Correspondent, Miss Margaret M. Benson, 5222 University Ave., Chicago.

Kindergarten Alumnae Association, College of Education, University of Chicago—25 members.

President, Miss Isabella Compton, 6025 Dorchester Ave., Chicago.

Secretary, Miss Mabel G. Hicks, Schuyler, Neb.

National Kindergarten and Elementary College Alumnae Association—150 members.

President, Miss Lucy I. Schaffner, 610 Fullerton Parkway, Chicago.

Secretary, Miss Mary Strachan, 6008 Princeton Ave., Chicago.

I. K. U. Correspondent, Miss Anne G. Williams, 4722 St. Lawrence Ave., Chicago.

Pestalozzi-Froebel Kindergarten Training School Alumnae—190 members.

President, Miss Margaret Benson, 5222 University Ave., Chicago.

Secretary, Mrs. Kirtley, 803 Monroe St., Evanston.

I. K. U. Correspondent, Miss Laura Hassenstein, 616 S. Michigan Boul., Chicago.

PEORIA

Peoria Kindergarten Club—22 members.

President, Miss Jean Bourscherdt, 100 Fredonia Ave., Peoria.

Secretary, Miss Lucy B. Way, 804 Glen Oak St., Peoria.

QUINCY

Kindergarten Mothers' Club of Cheerful Home Settlement—40 members.

President, Mrs. Agnes Coffman, 615 Jersey St., Quincy.

Secretary, Mrs. J. W. Stewart, 638 Spruce St., Quincy.

RIVERSIDE

Kindergarten Extension Association—17 members.

President, Mrs. Queene Ferry Coonley, Riverside.

Secretary, Miss Lucia Morse, Riverside.

I. K. U. Correspondent, Same as Secretary.

INDIANA.

FORT WAYNE

Fort Wayne Kindergarten Association—27 members.

President, Miss Esther Erickson, 2429 Miner St., Fort Wayne.

Secretary, Miss Phyllis H. Randall, 917 College St., Fort Wayne.

I. K. U. Correspondent, Same as Secretary.

INDIANAPOLIS

Teachers College of Indianapolis.

President, Mrs. Eliza A. Blaker, 23 and Alabama Sts., Indianapolis.

SOUTH BEND

South Bend Kindergarten Training School Alumnae Association—50 members.

President, Miss Hazel Brodbeck, 1137 So. Michigan St., South Bend.

Secretary, Miss Kathryn Beach, 812 Forest Ave., South Bend.

IOWA.

Iowa State Kindergarten Association—100 members.

President, Miss Henrietta Harkin, 1915 Fourth Ave., Cedar Rapids.

Secretary, Miss Irene Hirsch, Drake University, Des Moines.

CEDAR RAPIDS

Cedar Rapids Kindergarten Club—30 members.

President, Miss Esther H. McCandless, 1015 Third Ave., Cedar Rapids.

Secretary, Miss Maude Jeffrey, 217 Park Court, Cedar Rapids.

DES MOINES

Des Moines Froebel Club—90 members.

President, Miss Agnes Jennings, 725 15th St., Des Moines.

Secretary, Miss Minnie Hyland, 926 W. 9th St., Des Moines.

I. K. U. Correspondent, Miss Henrietta Blessin, 1418 East 9th St., Des Moines.

KANSAS.

Kansas State Kindergarten Association—26 members.

President, Mrs. D. R. Moore, 337 S. Santa Fe Ave., Salina.

Secretary, Miss Louise M. Alder, 1119 Merchant Ave., Emporia.

KENTUCKY.

LEXINGTON

Lexington Kindergarten Association—19 members.

President, Miss Ellen S. Blanding, 548 Central Ave., Lexington.

Secretary, Miss Lucie S. Kidd, 611 Price Place, Lexington.

LOUISVILLE

Louisville Kindergarten Alumnae Club—28 members.

President, Miss Alexina Booth, 2429 Longest Ave., Louisville.

Secretary, Miss Ann Anderson, 1031 Fourth St., Louisville.

I. K. U. Correspondent, Miss Susan Speed, 1239 S. Second St., Louisville.

LOUISIANA.

NEW ORLEANS

New Orleans Kindergarten Club—25 members.

President, Miss Louisa Thilborger, 7726 Jeannette St., New Orleans.

Secretary, Miss Natalie Hennican, 2304 Valmont St., New Orleans.

New Orleans Normal School Kindergarten Alumnae—50 members.

President, Mrs. P. A. Guardia, 3301 State St. Drive, New Orleans.

Secretary, Miss Josie T. Martin, 7041 Freret St., New Orleans.

MAINE.

Maine Kindergarten Association—22 members.

President, Miss Nellie E. Brown, 29 James St., Bangor.

Secretary, Miss Grace E. Glass, 29 James St., Bangor.

I. K. U. Correspondent, Miss Nellie E. Brown, 29 James St., Bangor.

MARYLAND.

Affordby Alumnae Association—35 members.

President, Miss Helen M. Dushane, 4304 Greenway, Baltimore.

Secretary, Miss Emilie W. Probst, Rosewood, Owings Mills, Md.

BALTIMORE

Baltimore Kindergarten Club—65 members.

President, Miss Katherine V. Hopper, 3708 Duvall Ave., Mt. Alto,
Baltimore.

Secretary, Miss Katherine Ashburner, 232 Laurens St., Baltimore.

MASSACHUSETTS.

Berkshire County Kindergarten Club—28 members.

President, Miss Edith C. Rice, 118 Bradford St., Pittsfield.

Secretary, Miss Margaret I. Gunian, 60 Bryant St., No. Adams.

BOSTON

Boston Froebel Club—155 members.

President, Mrs. J. H. Stannard, 2 Chestnut St., Boston.

Secretary, Miss Natalie Irving, 221 Corey St., West Roxbury.

I. K. U. Correspondent, Same as Secretary.

Boston Normal School Kindergarten Club—92 members.

President, Mrs. Warren H. Gleason, 76 Oxford St., Cambridge.

Secretary, Miss Lucy E. Low, 30 Dunreath St., Roxbury.

I. K. U. Correspondent, Same as Secretary.

Garland Kindergarten Alumnae Association—288 members.

President, Mrs. Edward F. Mullonney, 100 Davis Ave., Brookline.

Secretary, Miss Leonice S. Morse, 2 Wellington Terrace, Brookline.

Laura Fisher Alumnae Association—29 members.

President, Miss Mildred Hammond, 44 Waverly St., Brookline.

Secretary, Miss Julia Dyke, 18 Fessenden St., Mattapan.

Page Kindergarten Alumnae Association—81 members.

President, Miss Caroline G. Baker, 40 Benton Road, Somerville.

Secretary, Miss A. K. Mudge, 63 Mt. Vernon St., Boston.

Perry Kindergarten Normal Alumnae—265 members.

President, Mrs. Ralph Phillips, 16 Harris St., Brookline.

Secretary, Miss Maria Whittredge, 55 Center St., Dorchester.

Symonds Kindergarten Alumnae Association—135 members.

President, Mrs. Henry W. Farquhar, 59 Park Ave., Winthrop
Beach.

Secretary, Miss Clara T. Phelps, 163 Eliot St., Milton.

Lucy Wheelock Kindergarten Alumnae Association—351 members.

President, Mrs. Rosemary Baum Hackett, 58 Fenway, Boston.

Secretary, Miss Miriam Drury, 24 Newtonville Ave., Newton.

BROOKLINE

Brookline Kindergarten Association—20 members.

President, Miss Sophy E. Butler, 4 Middlesex Circle, Brookline.

Secretary, Miss Annie B. Winchester, 336 Washington St., Brook-
line.

CAMBRIDGE

Cambridge Kindergarten Association—34 members.

President, Miss Irene L. Phelps, 10 Humboldt St., Cambridge.

Secretary, Miss Helen F. Dogherty, 345 Harvard St., Cambridge.

FALL RIVER

Fall River Froebel Society—41 members.

President, Miss Maud Buffington, 915 Rock St., Fall River.

Secretary, Miss Miriam E. Bagshaw, 406 Pearce St., Fall River.

I. K. U. Correspondent, Miss Caroline L. Gee, 188 Hanover St., Fall
River.

HOLYOKE

Holyoke Kindergarten Club—21 members.

President, Miss Jane Canavan, 34 Laurel St., Holyoke.

Secretary, Miss Leila Osborne, 1958 Northampton St., Holyoke.

NEW BEDFORD

New Bedford Kindergarten Club—12 members.

President, Mrs. Mary H. French, 439 County St., New Bedford.

Secretary, Miss Harriet L. Shafter, 156 Chestnut St., New Bedford.

I. K. U. Correspondent, Miss Josephine B. Stuart, Asst. Supt., New Bedford.

SPRINGFIELD

Springfield Kindergarten Club—61 members.

President, Miss Sarah Simpson.

Secretary, Miss Ethel Graves, 33 Mattoon St., Springfield.

I. K. U. Correspondent, Same as Secretary.

Springfield Kindergarten Training School—23 members. (Associate Branch)

Secretary, Miss Clare McMahon, 63 Sheridan St., Chicopee Falls.

Twichell Alumnae Association—125 members.

President, Miss Edith R. Gould, 24 Washington Blvd., Springfield.

Secretary, Miss Emily L. Carpenter, 88 Massachusetts Ave., Springfield.

I. K. U. Correspondent, Miss Anna L. Johnson, 104 Marengo Park, Springfield.

WORCESTER

Worcester Kindergarten Club—36 members

President, Miss Adelle P. Emerson, 112 June St., Worcester.

Secretary, Miss Emma Batty, 55 Oread St., Worcester.

I. K. U. Correspondent, Miss Fannie M. Hamilton, 18½ Northampton St., Worcester.

MICHIGAN**ALMA**

Froebel Society—29 members.

President, Miss Eleanor Currie, Wright Hall, Alma.

Secretary, Miss Marguerite Dyer, Wright Hall, Alma.

I. K. U. Correspondent, Miss Marguerite Conyne, Wright Hall, Alma.

BAY CITY

Bay City Kindergarten Club—12 members.

President, Miss Frances Luibrand, 306 S. Erie St., Bay City.

Secretary, Miss Orpha Marshall, 503 N. Catherine St., Bay City.

DETROIT

Kindergarten Department of Detroit—200 members.

President, Miss Gilberte Holt, 161 Burlingame Ave., Detroit.

Secretary, Miss Olive Macgurn, 196 Blaine Ave., Detroit.

I. K. U. Correspondent, Same as Secretary.

GRAND RAPIDS

Grand Rapids Kindergarten Club—75 members.

President, Miss Jesse Deuel, 635 Kellogg St., S. E., Grand Rapids.

Secretary, Miss Mary E. McCormack, 327 Hogadone Ave., S. W., Grand Rapids.

HIGHLAND PARK

Highland Park Kindergarten Club—12 members.

President, Miss Evangeline Van Nest, 151 Tuxedo St., Highland Park.

Secretary, Miss Florence Dickerson, 559 Townsend Ave., Detroit.

KALAMAZOO

Kalamazoo Kindergarten Club—21 members.

President, Miss Adeline Bacigalups, 545 Pine St., Kalamazoo.

I. K. U. Correspondent, Miss Ruth E. Bestor, Route 9, Box 178, Kalamazoo.

MINNESOTA**DULUTH-SUPERIOR**

Duluth-Superior Branch—57 members.

President, Miss Emma Ghering, State Normal School, Duluth.

Secretary, Miss Alta Owens, Lakeside School, Duluth.

MINNEAPOLIS

Minneapolis Froebel Club—125 members.

President, Miss Elizabeth Cook, 1311 Yale Place, Minneapolis.

Secretary, Mrs. Cordelia A. Herchmer, 201 West 15th St., Minneapolis.

Minnesota Range Branch—70 members.

President, Miss Eva E. Sovenson, Virginia.

Secretary, Miss Mary Louise Allen, Box 366, Aurora.

MISSOURI**KANSAS CITY**

Kindergarten Club of Kansas City—70 members.

President, Miss Lucy Holmes, 3637 Charlotte St., Kansas City.

Secretary, Miss Ida M. Bower, 3326 Gillham Road, Kansas City.

ST. LOUIS

St. Louis Froebel Society—250 members.

President, Miss Mary C. McCulloch, 5889 Cates Ave., St. Louis.

Secretary, Miss Ida A. Taussig, Usona Hotel, Cor. Kingshighway and Waterman Ave., St. Louis.

The Susan E. Blow Memorial League—150 members.

President, Miss Clara McCluney, 4429 Westminster Pl., St. Louis.

Secretary, Miss Annie E. Harbaugh, 4601 McPherson Ave., St. Louis.

I. K. U. Correspondent, Miss Mabel A. Wilson, 5460 Delmar Blvd., St. Louis.

NEBRASKA**KEARNEY**

Kearney Froebel Kindergarten Bund—43 members.

President, Miss Lorrain McKinley, Kearney.

Secretary, Miss Florence McCram, Kearney.

LINCOLN

Lincoln Kindergarten Association—31 members.

President, Miss Fay Bonnell, 1515 South 22d St., Lincoln.

Secretary, Miss Janet Chase, 237 North 16th St., Lincoln.

OMAHA

Omaha Froebel Society—70 members.

President, Mrs. Orietta S. Chittenden, The Uintah, Omaha.
 Secretary, Miss Mayme Hutchinson, 123 N. 42d St., Omaha.
 I. K. U. Correspondent, Same as Secretary.

NEW HAMPSHIRE

New Hampshire Kindergarten Association—39 members.

President, Miss Bertha Colburn, 198 Islington St., Portsmouth.
 Secretary, Miss Helen Gibbs, 3 Liberty St., Concord.

NEW JERSEY**ATLANTIC CITY**

Kindergarten Association of Atlantic City—22 members.

President, Miss Ella J. Hamilton, 39 N. Stenton Pl., Atlantic City.
 Secretary, Miss Bessie D. Irons, Texas Ave. School, Atlantic City.
 I. K. U. Correspondent, Miss Josephine Cross, 2908 Atlantic Ave., Atlantic City.

MONTCLAIR

Montclair Kindergarten Association—13 members.

President, Miss Edna Farrington, Chestnut St. School, Montclair.
 Secretary, Mrs. Dorothy M. Sutton, Grove St. School, Montclair.
 I. K. U. Correspondent, Same as Secretary.

NEWARK

Newark Kindergarten Union—112 members.

President, Miss Mary Hay, 1274 Robert St., Elizabeth.
 Secretary, Miss May L. Courter, 154 Elwood Ave., Newark.

TRENTON

Trenton Kindergarten Association—87 members.

President, Miss Lois Tobish, West State St., Trenton.
 Secretary, Miss Bessie Powner, Lawrence Road, R. F. D. No. 4, Trenton.

NEW YORK**ALBANY**

Albany Kindergarten Association—30 members.

President, Miss May Hogan, 63 Ten Broeck St., Albany.
 Secretary, Miss Catherine V. Donnelly, 108 Elm St., Albany.
 I. K. U. Correspondent, Miss Ellen Jones, 75 Central Ave., Albany.

BROOKLYN

Adelphi Normal Kindergarten Alumnae—73 members.

President, Miss India Huston, 102 Macon St., Brooklyn.
 Secretary, Miss Grace E. West, 934 East 19th St., Brooklyn.

Brooklyn Free Kindergarten Society—94 members.

President, Rev. James Clarence Jones, 230 Classon Ave., Brooklyn.
 Secretary, Mrs. Littleton H. Fitch, 46 Sidney Pl., Brooklyn.
 I. K. U. Correspondent, Miss Jessie D. Stephens, 67 Schermerhorn St., Brooklyn.

Brooklyn Kindergarten Club—40 members.

President, Miss Alice E. Fitts, 181 Steuben St., Brooklyn.
 Secretary, Miss Helen C. Brewster, 401 Washington Ave., Brooklyn.
 I. K. U. Correspondent, Miss Katharine E. Vaughn, 441 Washington Ave., Brooklyn.

Pratt Institute Kindergarten Alumnae Association—114 members.
 President, Miss Florence E. Valentine, 306 Clinton Ave., Brooklyn.
 Secretary, Miss Elsie E. Lockwood, 254 New York Ave., Brooklyn.

BUFFALO

Buffalo Kindergarten Union—70 members.
 President, Miss Elizabeth Brush, 321 Fargo Ave., Buffalo.
 Secretary, Miss Myra C. Brush, 978 Main St., Buffalo.
 I. K. U. Correspondent, Same as Secretary.
 Buffalo Kindergarten Training Class Alumnae—85 members.
 President, Miss Florence Nelligen, 304 West Ave., Buffalo.
 Secretary, Miss Franc W. Stoddard, 451 Potomac Ave., Buffalo.

GENEVA

Geneva Kindergarten Association—9 members.
 President, Mrs. Agnes O'Brien, 183 Washington St., Geneva.
 Secretary, Miss Adeline Palmer, 147 High St., Geneva.

ROCHESTER

Rochester Kindergarten Association—149 members.
 President, Miss Emma L. Cochrane, 354 Court St., Rochester.
 Secretary, Miss F. Underhill, 36 Harper St., Rochester.
 I. K. U. Correspondent, Miss Mabelle Greene, 54 Brighton St., Rochester.

NEW YORK CITY

Ethical Culture School Kindergarten Normal Alumnae—350 members.

President, Mrs. B. D. deMawsiac, 102 West 93d St., New York.
 Secretary, Miss Edna M. Moses, 1 West 70th St., New York.

The Froebel League—157 members.

President, Mrs. John Henry Drummond, 9 East 91st St., New York.
 Secretary, Mrs. James B. Clemens, 10 East 71st St., New York.
 I. K. U. Correspondent, Same as Secretary.

Jenny Hunter Kindergarten Alumnae Association.

President, Miss Etta B. Louderbach, 6 West 82d St., New York.
 Secretary, Miss Ethel Marshietz.

Kraus Alumni Kindergarten Association—174 members.

President, Miss Florence Williams, 248 Gates Ave., Brooklyn.
 Secretary, Mrs. Calvert A. Fish, 212 W. Fordham Road, New York.

New York Kindergarten Association—9,000 members.

President, Mr. George McAneny, 524 West 42d St., New York.
 Secretary, Rev. James M. Bruce, 524 West 42d St., New York.

Public School Kindergarten Association of New York City—425 members.

Presidents—

Miss Mae B. Higgons, 241 West 132d St., New York (Manhattan and Bronx Section), 450 members.

Miss Marjory Halstead, (Brooklyn Section).

Miss Genevieve Cooney, (Queens Section).

Miss Mabel B. Musson, (Richmond Section).

Secretary, Miss Genevieve Cooney, 343 Amity St., Flushing, N. Y.

I. K. U. Correspondent, Same as Secretary.

SCHENECTADY

Schenectady Kindergarten Association—24 members.

President, Miss Gertrude Saunders, 805 Becker St., Schenectady.
 Secretary, Miss Lillian M. Goetz, 1332 Union St., Schenectady.

I. K. U. Correspondent, Miss Mary E. Button, 4 Bedford Road, Schenectady.

SYRACUSE

Syracuse Kindergarten Association—46 members.

President, Miss Helen McMahon, 100 East Beard Ave., Syracuse.

Secretary, Miss Christine Sizeland, 100 Aumond St., Syracuse.

UTICA

Utica Branch—27 members.

President, Miss Bert Sterling, 80 Littlefield St. Frankfort.

Secretary, Miss Agnes E. McCall, 714 John St., Utica.

OHIO**CINCINNATI**

Cincinnati Kindergarten Association—24 members.

President, Miss Annie Laws, 2927 Reading Road, Cincinnati.

Secretary, Mrs. John R. Holmes, Vernon Place, Vernonville, Cincinnati.

Cincinnati Kindergarten Training School Alumnae Association—160 members.

President, Miss Elizabeth Harris, Llewellyn & Pavers Aves., Cincinnati.

Secretary, Miss Dorothy Schad, 4327 Floral Ave., Norwood.

I. K. U. Correspondent, Miss Alice F. Ramsey, 2314 Williams Ave., Norwood, Cincinnati.

Kindergarten Society, Elizabeth Gamble Deaconess Home—28 members.

President, Miss Edna Marie Van Fleet, 1029 Wesley Ave., Cincinnati.

Secretary, Miss Grace Hambright, 1029 Wesley Ave., Cincinnati.

CLEVELAND

Cleveland Day Nursery and Free Kindergarten Association—150 members.

President, Mrs. Norman C. McLoud, 2050 East 96th St., Cleveland.

Secretary, Miss Rachel Studley, 2050 East 96th St., Cleveland.

I. K. U. Correspondent, Bertha E. Christiansen, 2050 East 96th St.

Cleveland Kindergarten Alumnae Association—180 members.

President, Miss Maude A. Eggleston, 10510 Euclid Ave., Cleveland.

Secretary, Miss Verna C. Deming, 1269 Carolyn Road, East, Cleveland.

I. K. U. Correspondent, Same as Secretary.

COLUMBUS

Columbus Kindergarten Alumnae Association—70 members.

President, Miss Julia Miller, 31 East 12th Ave., Columbus.

Secretary, Miss Marie L. Morrow, 285 East 16th Ave., Columbus.

DAYTON

Dayton Kindergarten Club—24 members.

President, Miss Anna H. Littell, 3 The Forest, Dayton.

Secretary, Miss M. Jane Perrin, 113 So. Robert Blvd., Dayton.

OVERLIN

Oberlin Kindergarten Training School—(a corporation).

President, Prof. Louis E. Lord, 172 Dale St., Oberlin.

Secretary, Miss R. M. Dean, 125 Elm St., Oberlin.

I. K. U. Correspondent, Miss Clara May, 125 Elm St., Oberlin.

TOLEDO

Toledo Kindergarten Association—70 members.

President, Miss Bess Mettler, 1428 Broadway, Toledo.

Secretary, Miss Genevieve Gassaway, 138 Melrose Ave., Toledo.

OKLAHOMA**OKLAHOMA CITY**

Oklahoma City Kindergarten Club—26 members.

President, Miss Isa Colwell, 1213 West 21st St., Oklahoma City.

Secretary, Miss Louise West, 809 West 21st St., Oklahoma City.

I. K. U. Correspondent, Same as Secretary.

PENNSYLVANIA**PHILADELPHIA**

Philadelphia Branch—160 members.

President, Miss Adelaide T. Illman, 3600 Walnut St., Philadelphia.

Secretary, Miss Grace Gendell, 835 N. 63d St., Philadelphia.

PITTSBURGH

Pittsburgh & Allegheny Free Kindergarten Association—150 members.

President, Mrs. James I. Buchanan, 330 So. Negley Ave., Pittsburgh.

Secretary, Mrs. Wm. McCracken, 709 Maryland Ave., Pittsburgh.

I. K. U. Correspondent, Same as Secretary.

Pittsburgh Kindergarten Alumnae Association—275 members.

President, Mrs. Inez B. Hess, 4325 Dakota St., Pittsburgh.

Secretary, Miss Helen Riley, 318 McKee Pl., Pittsburgh.

I. K. U. Correspondent, Miss Gertrude E. Addenbrook, 1200 La Clair Ave., Pittsburgh.

SCRANTON

Scranton Froebel Club—33 members.

President, Miss Katharine Coursen, 701 Madison Ave., Scranton.

Secretary, Miss Anna M. O'Malley, 1318 Capouse Ave., Scranton.

I. K. U. Correspondent, Same as Secretary.

RHODE ISLAND**PAWTUCKET**

Pawtucket Froebel Society—26 members.

President, Miss Grace E. Broome, 295 Pawtucket Ave., Pawtucket.

Secretary, Miss Alice G. McVay, 174 Summit St., Pawtucket.

PROVIDENCE

Rhode Island Kindergarten League—68 members.

President, Miss Rachel B. Jencks, Union Village, Woonsocket.

Secretary, Miss Dorothea B. Ruoff, 27 Amy St., Providence.

I. K. U. Correspondent, Miss Ellen Mayor, 47 Barnes St., Providence.

SOUTH CAROLINA**CHARLESTON**

South Carolina Kindergarten Association—50 members.

President, Mrs. J. C. Tiedeman, 134 Broad St., Charleston.

Secretary, Miss Bettie La Barbe, 130 King St., Charleston.

TENNESSEE

NASHVILLE

Nashville Kindergarten Association—12 members.

President, Mrs. R. M. Mills, 2414 Kensington Pl., Nashville.

Secretary, Miss Eva Hendrick, 1609 Hayes St., Nashville.

TEXAS.

SAN ANTONIO

Graduate Kindergartners of San Antonio—25 members.

President, Mrs. A. L. Rehag, 25 Barilla Place, San Antonio.

Secretary, Miss Elizabeth Moore, Eddy.

UTAH

SALT LAKE CITY

Froebel Society of Salt Lake City—35 members.

President, Mrs. Horace Smith, 1119 First Ave., Salt Lake City.

VIRGINIA

Virginia Kindergarten Union—50 members.

President, Miss Mary L. Seegar, State Normal School, Harrisonburg.

Secretary, Miss Susie R. McCarthy, Ginter Park, Richmond.

FARMVILLE

Farmville State Normal School Kindergarten Association—16 members.

President, Miss Mary Rivers, State Normal School, Farmville.

Secretary, Miss Katharine Gilbert, State Normal School, Farmville.

I. K. U. Correspondent, Miss N. Irving Blanton, 207 Second Ave., Farmville.

NORFOLK

Norfolk Kindergarten Club—8 members.

President, Miss Diana Umstadter, 602 W. Fairfax Ave., Norfolk.

Secretary, Miss Mary C. Galt, 1104 Westover Ave., Norfolk.

RICHMOND

Richmond Kindergarten League—18 members.

President, Miss Zulieme Robertson, 512 West Grace St., Richmond.

Secretary, Miss Georgie Ryland, 620 Brook Road, Richmond.

I. K. U. Correspondent, Miss Katherine L. Bullock, 104 N. Shepard St., Richmond.

Richmond Kindergarten Alumnae Association—50 members.

President, Mrs. Edith Clarke Cowles, 714 Chamberlayne Ave., Richmond.

Secretary, Miss Leah Hirschberg, South 4th St., Richmond.

I. K. U. Correspondent, Miss Lucy W. Duke, 708 Seminary Ave., Richmond.

WISCONSIN

KENOSHA

Kenosha Kindergarten Association—14 members.

President, Miss Frances O'Hare, 585 Howland Ave., Kenosha.

Secretary, Miss Genevieve R. Kelley, 663 Milwaukee Ave., Kenosha.

MILWAUKEE

Milwaukee Normal School Kindergarten Association—156 members.

President, Miss Alice Murphy, 464 Lafayette Pl., Milwaukee.

Secretary, Miss Lorraine Dengel, 873 First St., Milwaukee.

Milwaukee Kindergarten Association—140 members.

President, Miss Mabel Comstock, 1125 Mitchell St., Milwaukee.

Secretary, Miss Mary Wilson, 546 Oakland Ave., Milwaukee.

I. K. U. Correspondent, Miss Marion Simonds, 3028 Cedar St., Milwaukee.

OSHKOSH

Oshkosh Kindergarten Round Table—24 members.

President, Miss Clara James, High St., Oshkosh.

Secretary, Miss M. Rae, Jackson St., Oshkosh.

RACINE

Racine Kindergarten Club—23 members.

President, Miss Elsbeth Hatch, 800 College Ave., Racine.

Secretary, Miss Edna Luehrs, 1608 W. Sixth St., Racine.

SHEBOYGAN

Sheboygan Kindergarten Union—22 members.

President, Miss Theodora Arentson, 1009 N. 4th St., Sheboygan.

Secretary, Miss Grace Dresser, 612 Wisconsin Ave., Sheboygan.

AFFILIATIONS

National Congress of Mothers.

National Education Association.

General Federation of Women's Club.

ASSOCIATE MEMBERS 1918.

Miss Julia Wade Abbot, 2512 Humboldt Ave., Minneapolis, Minn.

Miss Caroline D. Aborn, 47 Ashland St., Medford, Mass.

Miss Alta A. Adams, 618 Georgia Ave., Toledo, Ohio.

Miss Edith E. Adams, State Normal School, Ypsilanti, Mich.

Miss Susan C. Aiken, 105 Hancock St., Auburndale, Mass.

Miss Louise M. Alder, State Normal School, Emporia, Kas.

Miss Lucile Allard, 930 Park Ave., New York City.

Miss Margaret F. Allen, 731 Morris Ave., S. E., Grand Rapids, Mich.

Miss Willette A. Allen, Highland Home, Douglasville, Ga.

Miss Margaret Anderson, 853 Broadway, Wahoo, Neb.

Miss Susan M. Andrews, 27 Washington Court, Bridgeport, Conn.

Miss Helen Angus, 5432 Ellis Ave., Chicago, Ill.

Miss Emily B. Anthony, 4814 Carnegie Ave., Cleveland, Ohio.

Miss Nellie M. Anthony, Moline, Ill.

Miss Irma Archbold, 734 Stuart Ave., Kalamazoo, Mich.

Miss L. D. Archibald, 215 W. Marquette Rd., Chicago, Ill.

Miss Dorothy Armstrong, 815 Washington St., Michigan City, Ind.

Miss Zella B. Arnold, 408 N. Grove Ave., Oak Park, Ill.

Miss Henrietta W. Arthur, 303 Riverview Ave., Bellevue, Pa.

Miss Evelyn E. Atwood, 1230 Amsterdam Ave., New York City.

Miss Etta Auchester, 421 Webster Place, Milwaukee, Wis.

Miss Jessie L. Augst, 2124 Garfield Ave., Minneapolis, Minn.

Miss Grace P. Babbitt, 315 Horatio Ct., South Bend, Ind.

Miss Mary F. Babcock, 145 Lexington Ave., Providence, R. I.

Miss Ruth C. Babcock, 11 N. Waller Ave., Chicago, Ill.

Miss Hallene M. Babcox, 6307 Linwood Ave., N. E., Cleveland, Ohio.

Miss Kathryn Bailey, 914 E. Second St., Washington, Iowa.
 Miss Winifred Bain, Augusta, Wis.
 Miss Ada H. Baker, Normal School, Ottawa, Ont.
 Miss Edna D. Baker, 2944 Michigan Blvd., Chicago, Ill.
 Mrs. W. H. Baker, 3 Ash St., Salem, Mass.
 Mrs. Carlotta M. Banta, 418 N. Washington Ave., South Bend, Ind.
 Miss Grace Barber, 4828 St. Lawrence Ave., Chicago, Ill.
 Miss Caroline W. Barbour, 1620 16th St., Superior, Wis.
 Miss Marion B. Barbour, 1635 Argyle Ave., Hollywood, Calif.
 Miss Sarah Barker, West End Settlement, Rock Island, Ill.
 Miss Grace E. Barnard, 2748 Ashby Ave., Berkeley, Calif.
 Miss Laura Ann Bartholomew, Michigan City, Ind.
 Miss Bertha Barwis, 843 W. State St., Trenton, N. J.
 Miss Mabel Bates, Decorah, Iowa.
 Miss Margaret Baxter, 2439 1st Ave. So., Minneapolis, Minn.
 Miss Elizabeth Beaman, 327 Lexington St., Waltham, Mass.
 Miss Margaret B. Beatley, 11 Wabon St., Grove Hall, Boston, Mass.
 Miss Gertrude L. Beckwith, 8 Groveland Club, Cleveland, Ohio.
 Miss Nellie L. Beckwith, 1626 Elberon Ave., East Cleveland, Ohio.
 Miss Jessica E. Beers, Ethical Culture School, 63d and Central Park
 West, New York City.
 Miss Minnie L. Benton, 315 Brown St., Titusville, Pa.
 Miss Margaret M. Benson, 5222 University Ave., Chicago, Ill.
 Miss Lea I. Bernheim, 2241 Kemper Lane, Cincinnati, Ohio.
 Mrs. Elizabeth P. Berris, 701 Davis St., Evanston, Ill.
 Miss Frances M. Berry, 327 Pennsylvania Ave., Detroit, Mich.
 Miss F. Marie Berry, 3820 S. 26th St., Omaha, Neb.
 Miss Mabel G. Berry, 13 Bigelow St., Cambridge, Mass.
 Miss Faye Ford Betak, 4630 Malden St., Chicago, Ill.
 Miss Elma Bibinger, 705 Stowell Ave., Milwaukee, Wis.
 Miss Miriam E. Bicknell, 1443 Foster Ave., Chicago, Ill.
 Miss Julia Billings, Traverse City, Mich.
 Miss Juliette Billings, 14 Grosvenor Road, Jamaica Plain, Mass.
 Miss Anne Bingham, Emporia, Kas.
 Miss Alma L. Binzel, Northrop Collegiate School, Kenwood Parkway,
 Minneapolis, Minn.
 Miss Evangeline Bishop, 1557 E. 118 St., Cleveland, Ohio.
 Miss Fannie A. Bishop, 7 Lincoln Ave., Willimantic, Conn.
 Mrs. W. T. Bishop, 692 Irving Park Blvd., Apt. C 4, Chicago, Ill.
 Miss Lillian L. Bissell, 44 Spring St., Hartford, Conn.
 Miss Carolyn B. Blackford, 10106 Prospect Ave., Chicago, Ill.
 Miss Jean Blanchard, 929 Belmont Ave., Youngstown, Ohio.
 Miss Ann Isabel Blend, 212 North A St., Marion, Ind.
 Mrs. Hazel Whitmore Bliss, 1580 Oak Ave., Evanston, Ill.
 Mrs. Mary M. Blodgett, 615 S. Ashland Blvd., Chicago, Ill.
 Miss Anita R. Blun, 2170 Broadway, New York City.
 Mrs. Cecelia A. Blymyer, Foster House, Sheridan Road, Evanston, Ill.
 Mrs. A. M. Boer, Ashtabula Flats, 5 Ave., East, Duluth, Minn.
 Miss Ellen M. Boer, 218 Fifth Ave., East, Duluth, Minn.
 Miss Martha D. Bohm, 8912 Detroit Ave., Cleveland, Ohio.
 Miss Fay Bonnell, 1515 So. 22d St., Lincoln, Neb.
 Mrs. Julia DeMott Boss, 72 Essex St., Hackensack, N. J.
 Miss Julia S. Bothwell, No. 20, The Roslyn, Middleton Ave., Cincinnati,
 Ohio.
 Miss Edith M. Boughton, 210 So. Karlor Ave., Chicago, Ill.
 Miss Almeda F. Boulter, Brighton, Ill.
 Miss Elizabeth A. Bowie, 7th and Oak Sts., St. Charles, Ill.
 Miss Ella Ruth Boyce, 725 Fulton Bldg., Pittsburgh, Pa.

Miss Isabel B. Boynton, 142 N. Ridgeland Ave., Oak Park, Ill.
 Miss Mary J. Brady, 3017 Lafayette Ave., St. Louis, Mo.
 Miss Wilma A. Braeger, 811 Kickbusch St., Wausau, Wis.
 Miss Hettie E. Brandt, 8742 S. Racine Ave., Chicago, Ill.
 Miss M. Gertrude Breckenridge, 64 Clifton St., Uphams Corner, Dorchester, Mass.
 Miss Pauline Bridgeman, 5 The Belmont, College Hill, Cincinnati, Ohio.
 Miss Dora von Briesen, 2031 Grand Ave., Milwaukee, Wis.
 Miss Edna Brinkerhoff, 531 E. Locust St., Canton, Ill.
 Miss Louise F. Brooke, 400 Pleasant Valley Parkway, Providence, R. I.
 Miss Ada Mae Brooks, Broadoaks School, Pasadena, Calif.
 Miss Clara S. Brown, Hotel Avis, Pomona, Calif.
 Miss Corinne Brown, 111 West 6th St., Cedar Falls, Iowa.
 Miss Fannie M. Brown, Box 56, R. F. D. No. 3, Union, S. C.
 Miss Grace L. Brown, Teachers College, Box 145, New York City.
 Miss Irene L. Brown, 2527 N. Congress St., Chicago, Ill.
 Miss Laura Brown, 6326 Kenwood Ave., Chicago, Ill.
 Miss Martha Mae Brown, 2606 Elizabeth Ave., Zion City, Ill.
 Miss Nellie E. Brown, 29 James St., Bangor, Me.
 Miss Gertrude Browning, 39 Greene Ave., Norwich, Conn.
 Miss Lucy E. Browning, Elgin, Ill.
 Miss Miriam H. Brubaker, 502 Woodward Ave., Kalamazoo, Mich.
 Miss Anna Bullard, Niles St., Hartford, Conn.
 Miss Martha Bullock, 3132 25th St., San Francisco, Calif.
 Miss Clara H. Bundschuh, 1318 West 111th St., Cleveland, Ohio.
 Mrs. H. B. Burbage, 16 Wallace Ave., Covington, Ky.
 Miss Agnes Burke, Teachers College, Columbia University, New York City.
 Miss Anna A. Burke, 6209 University Ave., Chicago, Ill.
 Miss Caroline M. Burke, 2 Bond St., Cambridge, Mass.
 Miss Mary Burr, 40 Court St., Morristown, N. J.
 Miss Grace Byers, Monroe, Wis.
 Miss Belle Caffee, 710 Washington Ave., Evansville, Ind.
 Miss Josephine Calef, Cedar St., Malden, Mass.
 Miss Gail Calmerton, 918 Webster St., Fort Wayne, Ind.
 Miss Mary A. Cameron, 5748 Blackstone Ave., Chicago, Ill.
 Miss Emma L. Campbell, 6 Swain Place, Wakefield, Mass.
 Miss Jessie H. Cantwell, 946 East 44th St., Chicago, Ill.
 Miss Margaret Canty, 39 Mineral St., Reading, Mass.
 Miss Lilian M. Capron, 27 Hanover St., West Springfield, Mass.
 Miss Helen Carnes, 3223 McKinney Ave., Dallas, Tex.
 Miss Mabel Carney, 457 Avondale Ave., Toledo, Ohio.
 Miss Mary Carolin, 4053 Michigan Ave., Chicago, Ill.
 Miss Mary C. Case, 309 West 91st St., New York City.
 Miss Ella I. Cass, 49 West 39th St., New York City.
 Miss Ella Chambers, 610 E. Washington St., Monroe, Wis.
 Mrs. June R. Chapman, 1725 Lane St., Topeka, Kas.
 Mr. Thomas Charles, 175 N. Elmwood Ave., Chicago, Ill.
 Miss C. Lucile Chase, 2628 Parkwood Ave., Toledo, Ohio.
 Miss Frances Janet Cheney, 8 Green St., Milford, Conn.
 Miss Jessica Childs, 5939 Kirkwood St., Pittsburgh, Pa.
 Miss Mira Childs, Randolph, Minn.
 Miss Genevieve Christy, 415 South 3d St., Oskaloosa, Iowa.
 Miss Ada Juliette Chubb, 207 W. Williams St., Dwight, Ill.
 Miss Mary C. Clancy, Racine, Wis.
 Miss Marie Claussenius, 5344 Harper Ave., Chicago, Ill.
 Miss Sophia Ruth Clements, Herkimer Hotel, Grand Rapids, Mich.
 Miss Dora E. Clexton, 86 Elmhill Ave., Roxbury, Mass.

Miss J. S. Clough, 24 Lake St., Cambridge, Mass.
 Miss Annie L. Coath, 4 Park Ave., Glens Falls, N. Y.
 Miss Ruth Cobb, 113 White St., Alpena, Mich.
 Miss Mary A. Cody, Willoughby Ave., The Lake, Willoughby, Ohio.
 Miss Rachel J. Coffin, Muirkirk, Md.
 Miss Bertha A. Colburn, 198 Islington St., Portsmouth, N. H.
 Miss Mildred Collat, 553 Madison Ave., Grand Rapids, Mich.
 Miss Eulalie Estabrook Collins, 76 Lincoln St., Bangor, Me.
 Miss Martha V. Collins, State Normal School, Mankato, Minn.
 Miss Isabelle Compton, 6025 Dorchester Ave., Chicago, Ill.
 Miss Elizabeth Cook, 1311 Yale Place, Minneapolis, Minn.
 Miss Flora J. Cooke, 330 Webster Ave., Chicago, Ill.
 Miss Roma Cook, 56 W. Fountain St., Battle Creek, Mich.
 Miss Beulah Corwin, 5484 University Ave., Chicago, Ill.
 Mrs. H. B. Cosgrove, 935 E. Marquette Rd., Chicago, Ill.
 Miss Gertrude S. Coursen, 102 Gainsboro St., Boston, Mass.
 Miss Mary Courval, 1111 E. Main St., Streator, Ill.
 Miss Carrie A. Cowden, 10085 Kee Mar Park, Cleveland, Ohio.
 Miss Lelah Mae Crabbs, 216 Hope St., Providence, R. I.
 Mrs. David R. Craig, 69 Mt. Vernon St., Boston, Mass.
 Miss Adeline L. Creed, 429 S. Main St., South Bend, Ind.
 Miss Winifred E. Crooks, R. R. No. 3, Kalamazoo, Mich.
 Miss Elizabeth M. Cullen, 963 Beaubien St., Detroit, Mich.
 Miss Irene R. Cuneo, 134 Elm St., San Mateo, Calif.
 Miss Bess V. Cunningham, State Normal School, San Francisco, Calif.
 Miss Fanniebelle Curtis, 237a Brooklyn Ave., Brooklyn, N. Y.
 Miss Ada Cushing, 100 Savin Hill Ave., Dorchester, Mass.
 Miss Agnes C. Daley, 1221 Pine Grove Ave., Port Huron, Mich.
 Miss Daisy V. Daggett, Macon, Ill.
 Miss Ruth J. Dahle, Moe via Hudson, S. D.
 Miss Daisy G. Dame, 9 Hastings Lane, West Medford, Mass.
 Miss E. R. Dater, 5435 Ingleside Ave., Chicago, Ill.
 Miss Glennie M. Davis, 8820 Euclid Ave., Cleveland, Ohio.
 Miss Jessie Davis, 4631 Lake Park Ave., Chicago, Ill.
 Miss Margaret L. Davis, 2205 Cummington Rd., Cleveland, Ohio.
 Miss Mary Dabney Davis, State Normal School, Geneseo, N. Y.
 Miss Rebecca Davis, 310 W. Spruce St., Titusville, Pa.
 Miss Elsie B. Della Hunt, 720 Racine St., Milwaukee, Wis.
 Miss Clara G. Dennis, 3 Carlisle St., Roxbury, Mass.
 Miss Louise D. Dennis, 40 Buffum St., Salem, Mass.
 Miss Zoe Deo, 911 East 42d Place, Chicago, Ill.
 Miss Anna W. Devereaux, Benvenue St., Wellesley, Mass.
 Miss Evelyn G. DeVries, 112 East 12th St., Holland, Mich.
 Miss Blanche E. Dickinson, 6937 Stewart Ave., Chicago, Ill.
 Miss Mary Dickinson, 67 Severn Ave., Atlanta, Ga.
 Miss Mildred Dickinson, 10 Ft. Wayne Ave., Richmond, Ind.
 Miss Retha Dillard, 1837 Vernon St., N. W., Washington, D. C.
 Miss Virginia Dillingham, 114 Forest Ave., Bangor, Me.
 Miss Harriet Dithridge, 30 Tsukiji, Tokyo, Japan.
 Miss Edith D. Dixon, 7 Lennaian St., Cambridge, Mass.
 Miss Ella Victoria Dobbs, University of Missouri, Columbia, Mo.
 Miss Alice C. Dockham, 20 Lawrence St., Chelsea, Mass.
 Miss Susan M. Dodge, Longmeadow, R. I.
 Miss Eliza B. Dolmage, Souris, Man., Canada.
 Miss Julia T. Downing, 4 Rhode Island Ave., Newport, R. I.
 Miss Mary E. Doyle, 644 Jefferson St., Milwaukee, Wis.
 Miss Frances A. Drabner, 124 E. McMillan St., Cincinnati, Ohio.
 Miss Ruth A. Dreutzer, 30 East Milwaukee Ave., Wauwatosa, Wis.

Miss Dessalie Ryan Dudley, Asst. Supt. of Schools, Battle Creek, Mich.
 Miss Anne M. Dunegan, 624 Main St., Stevens Point, Wis.
 Mrs. W. H. Dunham, 2340 Auburn Ave., Mt. Auburn, Cincinnati, Ohio.
 Miss Josephine Dupont, 129 Putnam Ave., Detroit, Mich.
 Miss Elizabeth W. Durham, 340 No. Grove Ave., Oak Park, Ill.
 Miss Helen Dwyer, 701 Rush St., Chicago.
 Miss Edith A. Easson, 1023 College Ave., Racine, Wis.
 Miss Grace G. Eaton, 426 5th Ave., Aurora, Ill.
 Miss Antonia Eckstein, 377 Washington St., Oshkosh, Wis.
 Miss Cordelia Edgerton, 1341 Grand Ave., Apt. 3, Milwaukee, Wis.
 Miss Clara Eddy, 1015 Sibley St., Grand Rapids, Mich.
 Mrs. George W. Eggers, 428 Normal Parkway, Chicago, Ill.
 Miss Maude A. Eggleston, The Haddam, Suite 30, Cleveland, Ohio.
 Mrs. Henry Eichheim, 896 Beacon St., Boston, Mass.
 Miss Ella C. Elder, 731 Elmwood Ave., Buffalo, N. Y.
 Miss Mabel C. Ellis, The Wayne Apts., Richmond, Ind.
 Miss Mary E. Ely, Armour Institute, Chicago, Ill.
 Miss Clara L. Emmench, 1910 Cullom Ave., Chicago, Ill.
 Miss Helen R. Emmons, 1012 S. Normal Ave., Mt. Pleasant, Mich.
 Miss Cora L. English, Board of Education, Kansas City, Mo.
 Mrs. R. B. Ennis, 1817 Chicago Ave., Evanston, Ill.
 Mrs. Robert Enries, 1817 Chicago Ave., Evanston, Ill.
 Miss Milada Erhard, 2268 East 85th St., Cleveland, Ohio.
 Miss Esther Erickson, 2429 Miner St., Fort Wayne, Ind.
 Mrs. M. H. Esberg, 3444 Washington St., San Francisco, Calif.
 Miss Nellie I. Evans, 418 S. Humphrey Ave., Oak Park, Ill.
 Miss Evelyn M. Ewald, Hartford, Mich.
 Miss Jennie R. Faddis, Board of Education, St. Paul, Minn.
 Miss Ella A. Fallon, 25 Emmons Place, New Britain, Conn.
 Miss Netta Faris, 2050 East 96th St., Cleveland, Ohio.
 Miss Myrtle Farnham, 1635 College Ave., Racine, Wis.
 Miss Georgene Faulkner, 4746 Dorchester Ave., Chicago, Ill.
 Miss Mabel G. Finlay, 1902 Beacon St., Brookline, Mass.
 Mrs. Clara S. Faulkner, 2049 East 70 St., Chicago, Ill.
 Miss Marilla D. Fellows, 4306 Van Buren St., Chicago, Ill.
 Miss Martha D. Fink, South Milwaukee, Wis.
 Miss Ellen M. Fiske, 19 Grosvenor Road, Jamaica Plain, Mass.
 Miss Lelia A. Flagg, 19 Ruskin St., West Roxbury, Mass.
 Miss Caroline E. Flanders, 5957 Fulton St., Chicago, Ill.
 Mrs. Charles Fleischmann, 3555 Washington Ave., Avondale, Cincinnati, Ohio.
 Miss Carolyn M. Fletcher, 11 Queensberry St., Boston, Mass.
 Miss Emma Flinn, 8 Sixth Ave., La Grange, Ill.
 Miss Marie Bernadette Flynn, 3824 Jackson Blvd., Chicago, Ill.
 Miss Mabel A. Ford, 27 Crocus Place, St. Paul, Minn.
 Miss Elizabeth M. Forman, 11218 Euclid Ave., Cleveland, Ohio.
 Miss Jean L. Forsyth, 3000 So. Park Ave., Chicago, Ill.
 Miss Margaret Forsyth, 70 Root St., Aurora, Ill.
 Miss E. Jean Foster, 909 S. First St., Evansville, Ind.
 Miss Grace M. Foster, 3250 Euclid Ave., Cleveland, Ohio.
 Miss Marie Belle Fowler, 1835 S. 26th St., Lincoln, Neb.
 Miss Florence A. Foxwell, Whitewater, Wis.
 Miss Helen E. Freeman, 104 Gainsboro St., Suite 1, Boston, Mass.
 Miss Beatrice Friar, 350 Sunset Ave., Grand Rapids, Mich.
 Miss Elsie Fricke, 728 Buckingham Place, Chicago, Ill.
 Miss Doris L. Fritz, 209 W. Madison St., Waverly, Iowa.
 Miss Grace Anna Fry, The Roanoke, Clifton, Cincinnati, Ohio.
 Miss Grace Fulmer, 1550 West Adams St., Los Angeles, Calif.

Miss Amanda P. Funnelle, Huntington, N. Y.
 Miss Lucy Gage, State Normal School, Kalamazoo, Mich.
 Miss Katharine Gamble, R. R. 2, Kewanee, Ill.
 Miss Minette Garvey, Alpena, Mich.
 Miss Linda Gates, 24 Langdon St., Cambridge, Mass.
 Mrs. Ruth B. Gates, 1554 Marlowe Ave., Lakewood, Ohio.
 Miss Ethel B. Gausby, 13808 Fernwood St., Cleveland, Ohio.
 Miss Ethel Gavin, Mellen, Wis.
 Miss Dora Gay, 601 West 164th St., New York City.
 Miss Tillie C. Gecks, 3934 Cleveland Ave., St. Louis, Mo.
 Miss Caroline L. Gee, 188 Hanover St., Fall River, Mass.
 Miss Mary E. Gehrkins, 817 Drexel Sq., Chicago, Ill.
 Miss Effie Gerould, 1912 East 107 St., Cleveland, Ohio.
 Miss Marie Gibert, 1828 Fairfax Ave., Cincinnati, Ohio.
 Miss Viola M. Gilson, 1818 Chapala St., Santa Barbara, Calif.
 Miss Helen B. Givens, 1608 East 93d St., Cleveland, Ohio.
 Miss Christine Glass, 124 Newbury St., Boston, Mass.
 Miss Grace E. Glass, 29 James St., Bangor, Me.
 Miss Louise Goodhue, 245 Linden Ave., Wilmette, Ill.
 Miss Sarah B. Goodman, 318 Barclay St., Grand Rapids, Mich.
 Miss Ethel L. Gordon, 1521 Hughitt Ave., Superior, Wis.
 Miss Helen Gordon, 1527 Park Road, Washington, D. C.
 Miss Virginia E. Graeff, 10912 Fairchild Ave., Suite 25, Cleveland, Ohio.
 Miss May Jeannette Grant, 1130 8th St., Moline, Ill.
 Miss Edith Graves, Normal School, Fredonia, N. Y.
 Miss Inez E. Graves, 1143 West 72d St., Chicago, Ill.
 Miss Jane B. Gray, Park Hill, Carrier No. 9, Hot Springs, Ark.
 Miss Susanne Greeley, 4 Summit St., Pawtucket, R. I.
 Miss Jessie L. Green, 706 East 45th St., Chicago, Ill.
 Miss Ruth Greenebaum, 4929 Grand Blvd., Chicago, Ill.
 Miss Gladys M. Greenman, 1043 18th Ave., S. E., Minneapolis, Minn.
 Miss Barbara Greenwood, 4150 Rosewood Ave., Los Angeles, Calif.
 Miss Fannie B. Griffith, 5089 Cabanne Ave., St. Louis, Mo.
 Miss Augusta Groentzenberg, 3422 McFarlan Road, Westwood, Cincinnati, Ohio.
 Miss Ro Eva Hada, 631 Prospect Ave., Grand Rapids, Mich.
 Miss Florence Hadfield, 7717 Sangamon St., Chicago, Ill.
 Miss Julia E. Hall, 115 Richmond St., Dorchester, Mass.
 Miss Mary L. Hall, 4814 Carnegie Ave., Cleveland, Ohio.
 Miss Marjory Halstead, 50 Van Buren St., Brooklyn, N. Y.
 Miss Rae Hamburger, Lakota Hotel, Chicago, Ill.
 Mrs. Samuel W. Hamilton, 26 Museum Road, Boston, Mass.
 Miss Marion S. Hanckel, 11 N. Allegheny St., Cumberland, Md.
 Miss Elizabeth C. Handley, 3104 So. Park Ave., Chicago, Ill.
 Miss Joanna A. Hannan, 113 14th St., Milwaukee, Wis.
 Miss Mary E. Hannan, 113 14th St., Milwaukee, Wis.
 Miss Elizabeth M. Hansen, 1525 West 6th St., Racine, Wis.
 Miss Laura H. Hanson, 2109 Humboldt Blvd., Chicago, Ill.
 Miss Sarah E. Hanson, 824 East 44th St., Chicago, Ill.
 Miss Harriet B. Hardee, 216 West Park Ave., Savannah, Ga.
 Miss Isadore A. Hardy, 1431 Church St., N. W., Washington, D. C.
 Miss Katherine Harper, 1024 Ridge Ave., Rockford, Ill.
 Mrs. Susan S. Harriman, 268 Brookline Ave., Boston, Mass.
 Miss Ada Van Stone Harris, 270 N. Craig St., Pittsburgh, Pa.
 Miss Emma F. Harris, 187 Front St., Weymouth, Mass.
 Miss Elizabeth Harrison, 2944 Michigan Boulevard, Chicago, Ill.
 Miss Gail Harrison, 646 Park Ave., New York City.
 Mr. W. O. Hart, 134 Carondelet St., New Orleans, La.

Miss Anna E. Harvey, Adelphi College, Brooklyn, N. Y.
 Miss Bertha L. Harvey, 28 Scott St., Lake Forest, Ill.
 Miss Alice E. Hassard, Ashland, Wis.
 Miss Elsbeth Hatch, Racine, Wis.
 Miss Nellie B. Hay, 946 West 9th St., Erie, Pa.
 Miss Fanny B. Hayden, 856 Beacon St., Boston, Mass.
 Miss Olivia B. Hazelton, 319 Washington St., Wellesley Hills, Mass.
 Mrs. Bertha Hofer Hegner, Riverside, Ill.
 Miss Christine M. Heinig, 782 Railroad Ave., Hubbard Woods, Ill.
 Miss Grace Hemingway, 419 West 119th St., New York City.
 Miss Margaret D. Hendry, 185 East 2d St., Fond du Lac, Wis.
 Miss Faye Henley, 95 Newbury St., Boston, Mass.
 Miss Harriet C. Henry, Harris, Iowa.
 Miss Ida M. Henry, 3836 Parkdale St., South Euclid, Ohio.
 Mrs. C. A. Herchmer, 201 West 15th St., Minneapolis, Minn.
 Miss Helen Hess, 920 South 12th St., Manitowoc, Wis.
 Miss Adelaide Hey, 191 Martin St., Milwaukee, Wis.
 Miss Estelle Hicken, 4627 Cooke St., Duluth, Minn.
 Miss Mae B. Higgons, 241 West 132d St., New York City.
 Miss Adreanna Hill, 2113 Rose St., Berkeley, Calif.
 Miss Bertha P. Hills, 4133 Harrison St., Kansas City, Mo.
 Miss Bernice A. Hill, 178 Maplewood St., Watertown, Mass.
 Miss May Hill, Ethical Culture School, Central Park W. and 63d St.,
 New York City.
 Miss Patty S. Hill, Teachers College, Columbia University, New York
 City.
 Miss Allie Marshall Hines, 927 Belmont Ave., Youngstown, Ohio.
 Miss Rhea Hinrichsen, 215 West 8th St., Davenport, Iowa.
 Miss Vena Hinyan, 321 Benjamin Ave., Grand Rapids, Mich.
 Miss Patience Hocker, Board of Education, Kansas City, Mo.
 Miss Mari Ruef Hofer, 5135 Dorchester Ave., Chicago, Ill.
 Miss J. Janet Hoffman, 701 Rush St., Chicago, Ill.
 Miss Virginia Hollenberger, 910 Ainslee St., Chicago, Ill.
 Miss Irene Holman, 4137 Drexel Blvd., Chicago, Ill.
 Miss Elizabeth G. Holmes, 170 West 5th St., Oswego, N. Y.
 Miss Evelyn Holmes, South Hadley, Mass.
 Miss Lucy A. Holmes, 3637 Charlotte St., Kansas City, Mo.
 Miss Margaret Holmes, 3637 Charlotte St., Kansas City, Mo.
 Miss Gilberta Holt, 161 Burlingame Ave., Detroit, Mich.
 Miss Miriam C. Hoover, 928 First Ave., N., Fort Dodge, Iowa.
 Miss Ruth Hopkins, 4164 East 93d St., Cleveland, Ohio.
 Miss L. E. Hosmer, State Normal School, Peru, Neb.
 Miss Louise M. Houghton, 19 Oak Ave., Worcester, Mass.
 Miss Harriet Howard, 642 Prospect Ave., Milwaukee, Wis.
 Miss Alice Howe, 10233 South Wood St., Chicago, Ill.
 Mrs. William P. Howe, 241 Buckminster Road, Brookline, Mass.
 Miss Berta N. E. Howell, 423 West 66th Place, Chicago, Ill.
 Miss Bess L. Howell, Bozeman, Mont.
 Miss Emma L. Howes, 413 Peach St., Erie, Pa.
 Miss E. Louise Hoyt, 863 Lafayette St., Bridgeport, Conn.
 Mrs. J. F. Hoyt, 42 Berkeley St., Reading, Mass.
 Mrs. Ada Marean Hughes, 47 Dundonald St., Toronto, Ont.
 Miss Florence Hughes, 352 16th Ave., Milwaukee, Wis.
 Miss L. Isabelle Hulbert, 360 First Ave., Wauwatosa, Wis.
 Miss Isabel Leighton Hull, 4500 McPherson Ave., St. Louis, Mo.
 Miss Eloise Hunt, 210 So. Maplewood St., Peoria, Ill.
 Miss Grace Huntsman, 751 Cottage Grove Ave., South Bend, Ind.
 Miss Elizabeth L. Hurley, 51 Sidney St., Bangor, Me.

- Miss Edna C. Hyde, 15 Bidwell Parkway, Buffalo, N. Y.
 Miss Jeannette J. Hyde, 814 Lincoln Ave., Walnut Hills, Cincinnati, Ohio.
 Miss Fannie C. Ihrle, 716 Mott St., Kendallville, Ind.
 Miss Kiku Ishihara, Tokyo, Japan.
 Miss Loraine Jaeger, 705 Second St., Peoria, Ill.
 Miss Clara C. James, 98 High St., Oshkosh, Wis.
 Miss Grace M. Janney, 1006 Rhode Island Ave., Washington, D. C.
 Miss Mary L. Jay, 112 11th St., N., Richmond, Ind.
 Miss Beulah F. Jeffries, 1153 S. Scoville Ave., Oak Park, Ill.
 Miss Maude Jewett, Ravinia, Ill.
 Mrs. Amalie H. Jerome, 6427 Greenwood Ave., Chicago, Ill.
 Miss Alice A. Jessop, 680 Lothrop Ave., Detroit, Mich.
 Miss Bernice C. Jocelyn, 534 Stowell Ave., Milwaukee, Wis.
 Miss Anna M. Johannes, West Salem, Wis.
 Miss Anna L. Johnson, 104 Marengo Park, Springfield, Mass.
 Miss Annastacia Johnson, 2531 Ga. Ave., N. W., Washington, D. C.
 Miss Grace M. Johnson, R. F. D. No. 3, Grand Rapids, Mich.
 Miss Helma J. Johnson, 5727 Kimbark St., Chicago, Ill.
 Miss Ida B. Johnson, 2520 R St., Lincoln, Neb.
 Miss Marie Johnson, 229 Grant St., Wausau, Wis.
 Miss Grace Johnston, 615 Yonge St., Toronto, Ont.
 Miss Rachel Jones, 70 Sherman St., Springfield, Mass.
 Miss Hilda Joseph, 705 Birchard Ave., Fremont, Ohio.
 Miss Blanche N. Jung, 6 Washington Ave., Evansville, Ind.
 Miss Meta Kammerer, 1638 S. Ridgeway Ave., Chicago, Ill.
 Miss Gelda Katzenstein, 561 Bellview Pa., Milwaukee, Wis.
 Miss Ruth Pyke Kelley, Rolfe Apts., San Bernardino, Calif.
 Miss Bertha Kelsey, 121 N. 10th St., Richmond, Ind.
 Miss Inez M. Kenagy, 2520 R St., Lincoln, Neb.
 Miss Nina M. Kenagy, 1705 Grove St., Oakland, Calif.
 Miss Jean J. Kennicott, The Grove, Glen View, Ill.
 Miss Evelyn Keppel, 85 East 10th St., Holland, Mich.
 Miss Frances R. Kern, 150 Melrose St., Providence, R. I.
 Miss Arlene C. King, 39 Harrison Ave., Northampton, Mass.
 Miss Emma Klinefelter, 1503 Pleasant St., Des Moines, Iowa.
 Miss Delia C. Kling, 480 McDonough St., Brooklyn, N. Y.
 Miss Mary C. Knapp, 149 Sigourney St., Hartford, Conn.
 Miss Agnes M. Knight, State Normal School, Los Angeles, Calif.
 Miss Amelia Koehler, 1018 Columbia Ave., Fort Wayne, Ind.
 Miss Lili Kohler, 3016 Stanton Ave., Walnut Hills, Cincinnati, Ohio.
 Miss Etta Konitsky, 4436 Reistertown Road, Baltimore, Md.
 Miss Alma Korengel, 930 Lorel Ave., Chicago, Ill.
 Miss Lois F. Kramer, 500 Shimo Ochiai Mura, Tokyo, Fu, Japan.
 Miss Charlotte Krum, Riverside, Ill.
 Miss Anna K. Kuehm, 157 Farwell Ave., Milwaukee, Wis.
 Miss Lucy Kummer, 21 Hastings Lane, West Medford, Mass.
 Miss Ruth Lamson, Fairfield, Iowa.
 Miss Eva Landman, 348 Forest Ave., Cincinnati, Ohio.
 Mrs. Elizabeth S. Lane, 339 Charles St., Boston, Mass.
 Miss Ethel M. Lane, Greenwood Hall Kindergarten, Glenway St., Dorchester, Mass.
 Miss Florence M. Lane, 4755 Forestville Ave., Chicago, Ill.
 Miss Grace Langdon, State Normal School, Peru, Neb.
 Miss Georgia S. Lapham, 1239 Madison Park, Chicago, Ill.
 Miss Alma P. Latimer, 316 Porter Ave., Warren, Ohio.
 Miss Edith Latterhas, Crystal Springs, Miss.
 Miss Elizabeth Layman, 807 West College Ave., Jacksonville, Ill.

Miss Mildred V. Leader, 563 E St., San Bernardino, Calif.
 Miss Madeleine Leavitt, 2515 Pleasant Ave., Minneapolis, Minn.
 Miss Josephine B. Lee, 192 Bartlett Ave., Pittsfield, Mass.
 Miss Margaret E. Lee, 106 N. Fell Ave., Normal, Ill.
 Miss Mildred Leesley, 901 Wilson Ave., Chicago, Ill.
 Miss Caroline A. Leighton, 399 Broadway, Cambridge, Mass.
 Miss Mabel Leland, 18 Oxford St., Worcester, Mass.
 Miss Elise J. Lemaire, 166 Rhode Island Ave., Detroit, Mich.
 Miss Anna B. Lentz, 4 University Ave., N. S., Pittsburgh, Pa.
 Miss Minnie E. Leopold, 2045 Woodland Ave., Duluth, Minn.
 Miss Edith L. Levagood, Crystal Lake, Frankfort, Mich.
 Miss Frances A. LeVoy, 6125 Roe St., Cincinnati, Ohio.
 Miss Lucile E. Liegerot, 4938 N. Tolman Ave., Chicago, Ill.
 Miss Genevieve M. Lilley, 1677 East 86th St., Cleveland, Ohio.
 Miss Ida A. Linden, 851 Belden Ave., Chicago, Ill.
 Miss Louise Stowell Lines, 413 Perry Ave., Peoria, Ill.
 Miss Nellie S. Linsley, 4453 Malden St., Chicago, Ill.
 Miss Maude Lissak, 863 Bush St., San Francisco, Calif.
 Miss Mary E. Littell, 3 The Forest, Dayton, Ohio.
 Miss Frances H. Look, 116 Elm St., Northampton, Mass.
 Miss Elizabeth Looney, 384 Hudson St., Buffalo, N. Y.
 Miss Ellen C. Lombard, Bureau of Education, Washington, D. C.
 Miss Etta B. Louderback, 6 West 82d St., New York City.
 Miss Mary L. Lovell, 184 Trenton Ave., Buffalo, N. Y.
 Miss Frieda Lubbe, Humboldt No. 8, Pueblo, Mexico.
 Miss Susan B. Ludlow, 1760 East 89th St., Cleveland, Ohio.
 Miss Almira J. Luebhe, 127 S. Mt. Vernon St., Prescott, Ariz.
 Miss Thora Lund, 6203 Evans Ave., Chicago, Ill.
 Miss Mary L. Luther, Box 61, Riverside, Ill.
 Miss Estelle B. Luty, 243 Chestnut St., Avalon, Pa.
 Miss Genevieve L. Lyford, State Normal School, Valley City, N. D.
 Miss Bertha E. Lyon, 425 Oak Grove St., Minneapolis, Minn.
 Mrs. Ottelene Case Lyon, 208 N. Kenilworth Ave., Oak Park, Ill.
 Miss Elizabeth A. Lyons, 23 Sedgwick St., Jamaica Plain, Mass.
 Miss Clare MacDougall, 1620 Ogden Ave., Superior, Wis.
 Miss Isabel Mackenzie, State Normal School, San Jose, Calif.
 Miss Belle A. Mackinnon, 30 Garfield Ave., Detroit, Mich.
 Miss Nellie H. MacLennan, 553 Paris Ave., Grand Rapids, Mich.
 Miss Edith Maddox, 6606 St. Lawrence Ave., Chicago, Ill.
 Miss Adelaide Mansur, 15 Somerset St., Bangor, Me.
 Miss Alice Marks, 1027 Wesley Ave., Cincinnati, Ohio.
 Miss Isabel E. Marshall, 1801 East 13th St., Des Moines, Iowa.
 Miss Katharine Martin, 1360 East 58th St., Chicago, Ill.
 Miss Mildred Martin, 1780 S. Bryant Ave., Minneapolis, Minn.
 Miss Mary Marx, 554 East 51st St., Chicago, Ill.
 Miss Elizabeth F. Mascord, State Normal School, Los Angeles, Calif.
 Miss Josephine D. Mason, Rutland Courts, Washington, D. C.
 Miss Harriet A. Mattson, 2451-59 Prairie Ave., Chicago, Ill.
 Miss Harriette McCarthy, 2132 West 15th St., Oklahoma City, Okla.
 Miss Stella A. McCarty, Goucher College, Baltimore, Md.
 Miss Georgia M. McClellan, 1225 East 54th St., Chicago, Ill.
 Miss Dorothy McClintock, 27 Crescent Ave., Chelsea, Mass.
 Miss Jessie McDowell, Marion, Ind.
 Miss Jeanette B. McGinnis, 926 Ridge Court, Evanston, Ill.
 Miss Alice V. McIntire, 13 Lancaster St., Cambridge, Mass.
 Miss Mabel McNary, 605 1st Ave., E. Oskaloosa, Iowa.
 Miss Erasta M. Mealy, 44 West Sidney Ave., Mt. Vernon, N. Y.
 Miss Clara Meisner, State Normal School, Ellensburg, Wash.

Miss Harriett V. Merrill, 4105 Montgomery St., Oakland, Calif.
 Miss Ruth M. Merrill, The Hattersley, Apt. 7, Toledo, Ohio.
 Miss Sarah Meseroll, 839 Stuyvesant Ave., Trenton, N. J.
 Mrs. Ruth H. Metcalf, 1621 Ashland Ave., St. Paul, Minn.
 Miss Elizabeth Mettler, 1428 Broadway, Toledo, Ohio.
 Miss Bess Meyers, 1300 East Delaware St., Evansville, Ind.
 Mrs. Harriot R. Milinowski, North Boston, N. Y.
 Miss Harriet Melissa Mills, New York University, New York City.
 Miss Dorothy L. Mitchell, 3 Fordham Court, Jamaica Plain, Mass.
 Miss Lillian Mitchell, 419 S. Jefferson St., Muncie, Ind.
 Miss Grace E. Mix, State Normal School, Farmville, Va.
 Miss Nellie K. Mohr, Racine, Wis.
 Miss Mathilda C. Moltz, 1528 East 65th Place, Chicago, Ill.
 Miss Mary F. Montgomery, 8 Sunnyside St., Roxbury, Mass.
 Miss Annie E. Moore, Teachers College, Columbia University, New York City.
 Miss Flora Moore, 349 Lafayette St., Salem, Mass.
 Miss J. Louise Moran, Geneseo, N. Y.
 Miss Margaret Moran, 130 West Broadway, Bangor, Me.
 Miss Mary Muffy Morehouse, 58 East Washington St., Chicago Ill.
 Miss Nelle Morey, 327 West 4th St., Ottumwa, Iowa.
 Miss Nellie S. Morris, 97 Bellevue St., West Roxbury, Mass.
 Miss Clara Yale Morse, 4948 Indiana Ave., Chicago, Ill.
 Miss Julia A. Morse, 191 Bradley St., New Haven, Conn.
 Miss Lucia B. Morse, Box 61, Riverside, Ill.
 Miss Mary T. Morse, 1400 Augusta St., Chicago, Ill.
 Miss Clara Mosser, Paia, Island of Maui, Hawaii.
 Mrs. Alice O'Grady Moulton, Chicago Normal School, Chicago, Ill.
 Miss Margaret E. Munn, Souris, Man., Canada.
 Miss May Murray, 40 High St., Apt. 34, Springfield, Mass.
 Miss Bessie Myers, 124 Belvin St., San Antonio, Tex.
 Miss Ruth Harriet Myers, Vulcan, Mich.
 Miss Gertrude E. Nelson, 427 Hopkins St., Cincinnati, Ohio.
 Miss Grace O. Nelson, 65 Lloyd St., Milwaukee, Wis.
 Miss Florence Newboner, 400 Linnwood Ave., Milwaukee, Wis.
 Miss Esther L. Niethammer, 1308 Ardmore Ave., Chicago, Ill.
 Miss Mary E. Noble, 1617 67th St., Chicago, Ill.
 Miss A. M. Nolte, 1106 Lake Shore Drive, Chicago, Ill.
 Miss Mildred Norris, West Chicago, Ill.
 Miss Abby N. Norton, 569 Cumberland Ave., Portland, Me.
 Miss May H. Noyes, Normal School, New Britain, Conn.
 Miss Dorothy Oelkers, 366 Goundry St., No. Tonawanda, N. Y.
 Mrs. W. G. Oglevee, 1548 30th St., Rock Island, Ill.
 Miss Mary Oliphant, 12 Hyde Place, Toledo, Ohio.
 Miss Ardell Oppenheim, 1851 Vinton Ave., Memphis, Tenn.
 Miss Mary Moore Orr, 200 Hicks St., Brooklyn, N. Y.
 Miss Mabel E. Osgood, 40 High St., Apt. 34, Springfield, Mass.
 Miss Mabel M. Osgood, College of Industrial Arts, Denton, Tex.
 Miss Carlotta Otterson, 902 N. La Salle St., Chicago, Ill.
 Mrs. A. M. Outcalt, Francis W. Parker School, San Diego, Calif.
 Mrs. Elsie L. Owen, 3030 Leverett Ave., Alton, Ill.
 Miss Alta M. Owens, 4515 Cambridge St., Duluth, Minn.
 Miss Florence Ogden Padgett, 4312 Linden Hills Boul., Minneapolis, Minn.
 Miss Mildred O'Connell, 109 Princeton St., East Boston, Mass.
 Mrs. S. M. Pagar, Chiman Badasha's Bungalow, Padra Road, Baroda, India.
 Mrs. Mary B. Page, 701 Rush St., Chicago, Ill.
 Mrs. Maude R. Paige, 1143 West 72nd St., Chicago, Ill.

Miss Olive Paine, 4224 Longly Ave., Chicago, Ill.
 Miss Josephine Palmer, The Colonial, Bangor, Me.
 Miss Louisa F. Palmer, 20 Elmhurst, Detroit, Mich.
 Miss Luella A. Palmer, 510 West 123rd St., New York City.
 Miss Sarah E. Palmer, 4814 Carnegie Ave., Cleveland, Ohio.
 Miss Rose M. Parish, 4744 Baring Ave., East Chicago, Ind.
 Miss Bessie M. Park, 1039 West 20th St., Des Moines, Iowa.
 Miss Gertrude E. Parkin, 507 W. Rayen Ave., Youngstown, Ohio.
 Miss H. Grace Parsons, 3176 West 29th Ave., Denver, Colo.
 Miss May Pascoe, 9 3rd St., Tamarack, Calumet, Mich.
 Miss Ruth Patterson, 717 N. Alabama St., Indianapolis, Ind.
 Miss Rubye Patton, Waco, Tex.
 Miss Madeline D. Peabody, Assonet, Mass.
 Miss Maude Pearce, 320 Juhan St., Waukegan, Ill.
 Miss Mary E. Pennell, Normal School, Richmond, Va.
 Miss Julia Pepper, 32 Summer St., Providence, R. I.
 Miss Gladys M. Petit, 5424 Kenmore Ave., Chicago, Ill.
 Miss Eva E. Petty, 1404 East 105th St., East Cleveland, Ohio.
 Miss Caroline L. Pew, 379 Jefferson St., Muskegon, Mich.
 Miss Bernice A. Phelps, The Roanoke, Clifton, Cincinnati, Ohio.
 Miss Mabel O. Phelps, 268 Brookline Ave., Boston, Mass.
 Miss Inez J. Pierce, 103 Arkansas Ave., Loraine, Ohio.
 Miss Mary E. Pierce, 2206 Bellfield Ave., Cleveland, Ohio.
 Miss Alice M. Pohlmann, 3607 S. Seeley Ave., Chicago, Ill.
 Miss Susan P. Pollock, 1516 Columbia Road, Washington, D. C.
 Miss Rosamond Pomeroy, 346 Belmont Ave., Newark, N. J.
 Mrs. O. R. Pomper, 709 Elmwood Ave., Wilmette, Ill.
 Miss Alice L. Poole, 1978 East 116th Place, Suite 6, Cleveland, Ohio.
 Miss Lillian B. Poor, Department of Education, Mason St., Boston, Mass.
 Miss Fritzi B. Popper, 6414 Magnolia Ave., Chicago, Ill.
 Mrs. Flora M. Porter, Ravinia, Ill.
 Miss Marion B. Potter, 1814 Sunset Blvd., San Diego, Calif.
 Mrs. Louis Prang, Roxbury, Mass.
 Miss Eva Jane Price, 1310 Mathews Ave., Lakewood, Ohio.
 Miss Minnie A. Prescott, 11 Rutledge St., West Roxbury, Mass.
 Miss May Louise Price, 528 Union St., Springfield, Mass.
 Miss Emily M. Pryor, 1303 Lyndon St., South Pasadena, Calif.
 Miss Margaret Quilliard, 503 West 121st St., New York City.
 Miss Vienna M. Race, 1762 East 90th St., Cleveland, Ohio.
 Miss Marie Rains Curtis, 5 N. Warwick Bldg., Avondale, Cincinnati, Ohio.
 Miss Phyllis H. Randall, 917 College St., Fort Wayne, Ind.
 Miss Elizabeth Rankin, 5721 Elwood St., Pittsburgh, Pa.
 Miss Pauline Ranney, Red Cloud, Neb.
 Miss Alice Rathark, 2215 H St., S. S., Omaha, Neb.
 Miss Marietta Ray, 47 Maple St., Florence, Mass.
 Miss E. Mae Raymond, 2323 Midvale Terrace, Kalamazoo, Mich.
 Miss Ruth Raymond, Evansville, Ind.
 Miss Mary A. Reilly, 84 Cedar St., Bangor, Me.
 Miss Matilda N. Remy, 6 Linton St., Cincinnati, Ohio.
 Miss Sallie Resor, 254 Greendale Ave., Clifton, Cincinnati, Ohio.
 Miss Catherine Reynolds, 2314 Pinkney St., Omaha, Neb.
 Miss Mabel Rheineck, 9703 Kempton Ave., Cleveland, Ohio.
 Miss Bertha M. Rhodes, 2209 Fifth Ave., S., Minneapolis, Minn.
 Miss Elizabeth F. Rice, 917 Mulberry St., Scranton, Pa.
 Miss Louise Richardson, 931 Edgecomb Pl., Chicago, Ill.
 Miss Mary E. Ring, 200 S. Hamlin Ave., Chicago, Ill.

Miss Edna A. Rink, 11024 Detroit Ave., Cleveland, Ohio.
 Miss Frances W. Roberts, 20 Craigie St., Cambridge, Mass.
 Miss Isabel S. Roberts, 853 Townsend Ave., New Haven, Conn.
 Miss Mabel A. Robertson, 153 Belmont Ave., Fall River, Mass.
 Miss Susannah Robinson, 9616 Prospect Ave., Chicago, Ill.
 Miss Blanche Harriett Robison, 443 S. Division St., Ann Arbor, Mich.
 Miss Rebecca F. Roisner, 1211 Coms Blvd., St. Paul, Minn.
 Miss Edith L. Rosa, 5416 So. Park Ave., Chicago, Ill.
 Miss Maud Rowe, Plymouth, Wis.
 Miss Elinore Rowett, 2611 Harriet Ave., Minneapolis, Minn.
 Miss Helen B. Royce, 110 Union St., Norwich, Conn.
 Miss Blanche L. Rundquest, State Normal School, Platteville, Wis.
 Miss Olive Russell, Chicago Normal College, Kg. Dept., Chicago, Ill.
 Miss Louise Saal, 5341 Magnolia Ave., Chicago, Ill.
 Miss Elizabeth N. Samuel, Normandie Hotel, Columbus, Ohio.
 Miss Alma E. Sanders, 2910 Franklin Ave., Cleveland, Ohio.
 Miss Lucia H. Sanderson, 2105 East 83rd St., Cleveland, Ohio
 Miss Margaret Scanlan, 11752 Parnell Ave., Chicago, Ill.
 Miss Mary Frances Schaeffer, Box 363, Germantown, Ohio.
 Miss Lucy Schaffner, 610 Fullerton Park, W., Chicago, Ill.
 Miss Babette Schmidtell, 943 45th St., Milwaukee, Wis.
 Miss A. Harriet Schneider, 6649 Greenwood Ave., Chicago, Ill.
 Miss Mabel Louise Schneider, 344 W. Jackson St., Elkhart, Ind.
 Miss Erna Schrader, 14 Maple St., Chicago, Ill.
 Miss Jessie I. Scranton, 286 Humphrey St., New Haven, Conn.
 Miss Mary C. Scribner, 1620 East 55th St., Chicago, Ill.
 Miss Blanche Seabury, 244 Vanderbilt Ave., Brooklyn, N. Y.
 Miss Allene Seaton, 2128 Cherokee Parkway, Louisville, Ky.
 Miss Emma N. Seidman, 3219 Sycamore Rd., Cleveland, Ohio.
 Miss Julia M. Selover, 523 Belmont Ave., Chicago, Ill.
 Miss Ruth Seymour, 228 N. Elmwood Ave., Oak Park, Ill.
 Miss Margaret Shannon, 5802 Ohio St., Chicago, Ill.
 Miss Fannie M. Sherwood, 414 S. Crouse Ave., Syracuse, N. Y.
 Mrs. Ralph W. Shorey, 12 Cottage Ave., Winthrop, Mass.
 Mr. J. H. Shultz, Manistee, Mich.
 Miss Mary C. Shute, 331 Walnut Ave., Roxbury, Mass.
 Miss Caroline A. Sibley, 244 Webster Ave., Muskegon, Mich.
 Miss Elizabeth Silkman, The Affordby School, Baltimore, Md.
 Miss Hermione Silverthorn, 222 Grand Ave., Wausau, Wis.
 Miss Elizabeth Slack, 853 La Fayette Parkway, Chicago, Ill.
 Miss Jennie L. Smies, 2170 East 86th St., Cleveland, Ohio.
 Miss Avis Smith, 4254 Byron St., Chicago, Ill.
 Miss Elizabeth M. Smith, 2525 S St., Lincoln, Neb.
 Miss Esther Smith, 9916 Winchester Ave., Chicago, Ill.
 Miss Esther L. Smith, 32 16th St., Toledo, Ohio.
 Miss Fannie A. Smith, 863 Lafayette St., Bridgeport, Conn.
 Mrs. J. Fred Smith, 1213 S. Ervay St., Dallas, Tex.
 Mrs. Mabel MacKinney Smith, 194 Riverside Drive, New York City.
 Miss Marion A. Smith, 138 Junian Ave., Milwaukee, Wis.
 Miss Meredith Smith, University of Pittsburgh, Pittsburgh, Pa.
 Miss Sadie F. Smith, 25 S. Central Park Blvd., Chicago, Ill.
 Mrs. W. S. Smith, Hinsdale, Ill.
 Miss Mazelle E. Sowersby, 25 East 16th St., Holland, Mich.
 Miss Dorothy Spears, Holton, Kas.
 Miss Marguerite L. Spratt, 824 6th Ave., Helena, Mont.
 Miss Gertrude L. Springer, 1346 East 49th St., Chicago, Ill.
 Miss Grace Spoon, 408 N. 5th St., Marshalltown, Iowa.
 Miss Katharine Sproat, 289 Pleasant St., Milwaukee, Wis.

Miss Gertrude L. Stadtmuller, 239 Williams St., New London, Conn.
 Miss Juanita Stapp, 6150 Kenwood Ave., Chicago, Ill.
 Miss Helen Starr, Shelby, Mich.
 Miss Helen C. Steele, 1 Chester Terrace, Duluth, Minn.
 Miss Harriet E. Stekelee, 51 East 12th St., Holland, Mich.
 Miss Anna Clary Stevens, 5911 Dibble Ave., Cleveland, Ohio.
 Miss Maude C. Stewart, Willard School, Syracuse, N. Y.
 Mrs. Edwin R. Stilwell, 38 Woodrow Ave., Bedford, Ohio.
 Mrs. R. W. Stimson, Garrison Hall, Boston, Mass.
 Mrs. M. Louise Stock, 68 Lyndale St., Springfield, Mass.
 Miss Nella M. Stockwell, 27 Garfield St., Springfield, Mass.
 Miss Georgie E. Stone, 835 Dakin St., Chicago, Ill.
 Miss Gertrude A. Stone, 4630 Grass Ave., Chicago, Ill.
 Miss Lillian H. Stone, 6 Linton St., Cincinnati, Ohio.
 Miss Aileen W. Stowell, 1482 Iraniston Ave., Bridgeport, Conn.
 Miss Mary H. Strachan, 6008 Princeton Ave., Chicago, Ill.
 Miss Loretta M. Strapp, 170 West Central Ave., St. Paul, Minn.
 Miss Viola Stricker, 4 The Virginia, Hyde Park, Cincinnati, Ohio.
 Miss Marjory M. Struble, 1017 Sheridan Ave., Detroit, Mich.
 Miss Julia C. Sullivan, 246 Ashland Court, Ironwood, Mich.
 Miss Mae Sullivan, 193 East 3rd St., Superior, Wis.
 Mrs. Herman F. Swartz, Montclair, N. J.
 Walter B. Swift, M. D., 110 Bay State Road, Boston, Mass.
 Miss Alice H. Sylvester, 95 Warren St., Newton Centre, Mass.
 Miss R. Therese Tapley, 88 Bellevue Ave., Springfield, Mass.
 Miss Grace Cowan Tatum, 362 East High St., Springfield, Ohio.
 Miss Estelle Taylor, 3830 Lake Park Ave., Chicago, Ill.
 Miss Ruth Taylor, Chapman, Kas.
 Miss Alice Temple, 1360 East 58th St., Chicago, Ill.
 Miss Adelle L. Tenney, Union Woman's College, Pekin, China.
 Miss Amy Johns Thomas, 124 Madison Ave., Youngstown, Ohio.
 Miss Naomi K. Thomas, 2126 Market St., Youngstown, Ohio.
 Miss Alice M. Thompson, 721 Orange St., Hudson, Wis.
 Miss Helen Thompson, 540 College Ave., Davenport, Iowa.
 Mrs. C. H. Thompson, 45 Elm St., Northampton, Mass.
 Miss Florence H. Thompson, 1411 Fifth Ave., Youngstown, Ohio.
 Miss Edna Thulin, 2016 Harrison St., Evanston, Ill.
 Miss Mabel E. Tolles, 4311 6th Ave., Moline, Ill.
 Mrs. C. E. Tompkins, Suifu, West China.
 Mrs. Mary H. Topping, 521 Barry Ave., Chicago, Ill.
 Miss Helen Towle, 1905 Madison Ave., S. E., Grand Rapids, Mich.
 Miss Erna P. Town, Janesville, Wis.
 Miss Jennie C. Towns, 5466 University St., Chicago, Ill.
 Miss Margaret Townsend, 76 Marlboro St., Boston, Mass.
 Miss Mary G. Trask, 106 Chestnut St., Boston, Mass.
 Miss Frances M. Tredick, 36 Alpine St., Malden, Mass.
 Miss Katherine Trewick, 129 Pacific Ave., Pacific Grove, Calif.
 Miss Marie Tutwiler, 274 Edgewood Place, River Forest, Ill.
 Miss Hattie Twitchell, Longmeadow, Mass.
 Miss Edith Vail, 33 West 42nd St., New York City.
 Miss Lucy W. Valentine, 357 Charles St., Boston, Mass.
 Miss Ida Vandergaw, 1109 Oak St., Oakland, Calif.
 Miss Jean Salter Vanderwert, 2600 Hampshire Road, Cleveland, Ohio.
 Miss Nina C. Vandewalker, State Normal School, Milwaukee, Wis.
 Miss Florence Van Duser, Fredonia, Kas.
 Miss Edna Marie Van Fleet, Ewha Haktang, Seoul, Korea.
 Miss Florence Olive Vann, 237 McGraw Ave., Detroit, Mich.
 Miss Evangeline Van Nest, Brown City, Mich.

Miss Minnie Van Sickland, 510 S. Riverside Ave., St. Clair, Mich.
 Mrs. Mary Sheldon Vanzwoll, 6023 Kenmore Ave., Chicago, Ill.
 Miss Florence E. Vennema, Mahwah, N. J.
 Miss Eva W. Vogel, 5720 Forbes St., Pittsburgh, Pa.
 Miss Alma Vogt, 423 S. Harrison St., Saginaw, Mich.
 Miss Lillian M. Wadsworth, 924 Graydon Ave., Norfolk, Va.
 Miss Mary G. Waite, 503 West 121st St., New York City.
 Miss Margaret Wakelee, Maplewood, N. J.
 Miss Kiso Wakleyama, Yamamoto Dori, No. 79, Kobe, Japan.
 Miss Lucy E. Walby, 119 East Maxwell St., Lexington, Ky.
 Miss Mabel L. Walker, 744 Main St., Racine, Wis.
 Miss Ina Wallace, 35 Orange St., Nashua, N. H.
 Miss Clara H. Wallach, 53 East 80th St., New York City.
 Miss Ida G. Walling, 316 Adams Ave., Evansville, Ind.
 Miss Florence C. Ward, 410 W. North St., Galesburg, Ill.
 Miss Frances Avery Ward, Hingham, Mass.
 Mrs. T. P. Waring, 10 Taylor St., West, Savannah, Ga.
 Miss Laura C. Warneke, 1321 Norwood St., Chicago, Ill.
 Miss Elizabeth Warning, Holton, Kas.
 Miss Ella L. Washburn, Teachers Hall, S. Manchester, Conn.
 Miss Catharine R. Watkins, 1720 Oregon Ave., Washington, D. C.
 Miss Lucy B. Way, 814 Glen Oak Ave., Peoria, Ill.
 Miss Edith B. Weaver, 220 Clinton Ave., Oak Park, Ill.
 Miss Ethel Weaver, 1313 Greenup St., Covington, Ky.
 Miss Elma Weed, 302 West 61st St., Chicago, Ill.
 Miss Alma C. Weintz, 802 First Ave., Evansville, Ind.
 Miss Esther Welch, 76 South 12th St., Minneapolis, Minn.
 Miss Florence Welcher, 327 Webster Ave., Muskegon, Mich.
 Miss Anne M. Wells, State Normal School, Bridgewater, Mass.
 Miss Phebe M. Wells, 307 Merrick Ave., Detroit, Mich.
 Miss Ida Marie Wendell, 1711 Park Ave., Minneapolis, Minn.
 Miss Frances K. Wetmore, 4630 Gross St., Chicago, Ill.
 Miss Edith L. West, 20 East 31st St., Savannah, Ga.
 Miss Beatrice Wheeler, 8 Greylock Road, Allston, Mass.
 Miss Julia M. Wheeler, 6851 Prairie Ave., Chicago, Ill.
 Miss Edith Whitcomb, 350 Norwood Ave., Grand Rapids, Mich.
 Miss Jessie Whiteside, 4006 7th Ave., Rock Island, Ill.
 Miss Eva B. Whitmore, 824 East 44th St., Chicago, Ill.
 Miss Ethel S. Whitney, 1640 Upper Second St., Evansville, Ind.
 Miss Lura I. Whitney, 829 Woodruff Ave., Toledo, Ohio.
 Miss Eleanor S. Wickham, Box 791, Gilbert, Minn.
 Miss Harriet I. Wilkins, 157 Federal St., Salem, Mass.
 Miss Anne G. Williams, 4722 St. Lawrence Ave., Chicago, Ill.
 Mrs. Anna W. Williams, 130 Abbott Rd., Wellesley Hills, Mass.
 Mrs. Sarah C. Williams, Grinnell, Kas.
 Miss Sarah J. Williams, 215 N. 6th St., Richmond, Ind.
 Miss Ada C. Williamson, Wm. Blackstone School, Blossom St., Boston, Mass.
 Miss E. Williamson, 2012 Park Ave., Minneapolis, Minn.
 Miss M. Jeannette Willis, 715 17th St., N. W., Canton, Ohio.
 Miss Lily I. Willoughby, 223 4th Ave., S., Saskatoon, Sask., Canada.
 Miss Agnes M. Wilson, 124 W. Kentucky St., Louisville, Ky.
 Miss Clara O. Wilson, 535 N. 24th St., Lincoln, Neb.
 Miss Dorothy W. Wilson, 5709 Kimbark Ave., Chicago, Ill.
 Miss Helena Wilson, 1202 Francis Ave., Houston, Tex.
 Miss Lucille Wilson, 1303 42nd St., Des Moines, Iowa.
 Miss Mabel A. Wilson, 5460 Delmar Blvd., St. Louis, Mo.
 Miss Almira M. Winchester, Bureau of Education, Washington, D. C.

Miss Jessie Winter, 635 N. Mayfield Ave., Chicago, Ill.
Miss Blanche Wolford, 350 West 5th St., Superior, Wis.
Mrs. Edith Lesley Wolfard, 29 Everett St., Cambridge, Mass.
Miss Ida M. Wood, Box 105, Grinnell, Iowa.
Miss Katherine A. Wood, 3129 St. Vincent Ave., St. Louis, Mo.
Miss Stella Louise Wood, 2502 Grand Ave., Minneapolis, Minn.
Miss Ada G. Woodruff, 1114 Noble Ave., Bridgeport, Conn.
Miss Belle Woodson, 4002 Lake Park Ave., Chicago, Ill.
Miss Elizabeth A. Woodward, 62 Montague St., Brooklyn, N. Y.
Miss Elizabeth J. Woodward, 319 Marlborough St., Boston, Mass.
Miss Lillian M. Wybrant, 2661 Edgehill Road, Cleveland, Ohio.
Miss Elizabeth D. Young, 246 East 105th St., New York City.
Miss Clara Zander, 4222 N. Hermitage Ave., Chicago, Ill.

REPORT OF TREASURER.

*International Kindergarten Union in Account with May Murray,
Treasurer.*

June 18, 1918.

Receipts.

Balance on hand, May 1, 1917.....	\$2,094.28	
Yearly dues from Branches.....	1,134.87	
Yearly dues from Associate Members.....	652.23	
Sale of Reports	3.40	
Royalty from sale of "The Kindergarten".....	26.28	
Interest on bank account	30.77	
Contributions to salary of representative in Bureau of Education	885.00	
Contributions to "Kindergarten Unit for France".....	3,828.80	
Total receipts		\$8,655.63

Expenditures.

Expenses of speakers, Boston meetings.....	\$ 309.30	
Expenses of officers, Boston meeting.....	152.30	
Miscellaneous expenses, Boston meeting.....	21.86	
Expenses of Bureau of Education Committee.....	2.50	
Expenses of Committee on Foreign Correspondence	5.75	
Expenses of Child Study Committee.....	10.00	
Expenses of Literature Committee.....	27.32	
Expenses of Committee on Federal Legislation....	23.41	
Printing Annual Report (Boston meeting).....	463.50	
Postage on Annual Report (Boston meeting).....	100.26	
Dues to General Federation of Women's Clubs.....	5.00	
Assessment by National Council of Women.....	40.00	
Expenses of officers for Mid-year Board meeting..	328.29	
Multigraphing circular letters	11.24	
Stationery and printing envelopes, letters, letter heads, tickets, etc.	83.75	
Printing advance programs (Chicago meeting).....	43.86	
Postage	66.85	
Clerical work	12.00	
Salary of representative in Bureau of Education (14 months)	1,750.00	
Contributions to "Kindergarten Unit for France" forwarded to treasurer of Unit.....	3,828.80	
Total expenditures		\$7,285.99
Total receipts	\$8,655.63	
Total expenditures	7,285.99	
Balance on hand		\$1,369.64
Cooper Fund, with interest		444.11
Total amount on hand.....		\$1,813.75

Respectfully submitted,
MAY MURRAY, *Treasurer.*

I have examined this report and find it to be correct.
LUCY GAGE, *Auditor.*

REPORT OF THE CORRESPONDING SECRETARY

Seven new Branches have joined the Union this year, one Branch has withdrawn, one has disbanded, and three have failed to respond, leaving the number of Branches in good standing 132.

All but two of the new Branches are from the Middle West. They are:

Minnesota Range Branch.

Kindergarten Mothers' Club of Cheerful Home Settlement, Quincy, Ill.

Highland Park (Mich.) Kindergarten Club.

The Susan E. Blow Memorial League, St. Louis.

Chicago Free Kindergarten Association Collegiate Alumnae.

New Bedford (Massachusetts) Kindergarten Club.

Graduate Kindergartners of San Antonio, Tex.

The Chicago Branch, while counted as new, is really an old Branch returned to the fold after an absence.

Last year a large increase in associate membership was reported, many of the new members having joined just before the Boston meeting. Two hundred and thirty-three more were enrolled during the week in Boston, and 16 new ones have joined during the year, making a total addition of 249. The demands of the times, however, have affected our organization, so that there are only 386 associate members enrolled at the present time. About 40 members who have been connected with the Union for many years have not responded, several others have written that they would continue membership through Branches.

Four important letters to Branches have been sent out this year. The responses to those relating to war work have shown that the Union, through its Branches and individual members, is doing its part in patriotic service. Efforts have been made to introduce measures of conservation in the work of the corresponding secretary by the appointment of permanent correspondents in the Branches, to whom all I. K. U. communications may be sent, and thus avoid the waste of time and money, in the form of postage and material, which has been a source of anxiety to every secretary. One-third of the Branches have responded to this request. It is hoped that during the coming year this measure may become effective in all Branches so that each association may be reached promptly.

Respectfully submitted,

MAY MURRAY.

REPORT OF RECORDING SECRETARY

One thousand four hundred copies of the proceedings of the Twenty-fourth Annual Convention of the International Kindergarten Union, held at Boston, Mass., have been printed and distributed to the active and associate members of the Union.

Respectfully submitted,

BESSIE M. PARK.

REPORT OF COMMITTEE ON ELECTION

OFFICIAL BALLOT OF THE INTERNATIONAL KINDERGARTEN UNION

President, Miss Caroline D. Aborn.
 First Vice-President, Miss Julia Wade Abbot.
 Second Vice-President, Miss Lucy Gage.
 Recording Secretary, Miss Ella Ruth Boyce.
 Corresponding Secretary and Treasurer, Miss May Murray.
 Auditor, Miss Katherine Martin.

ENROLLMENT.

Officers	6
Life Members	2
Former Presidents	10
Members of Standing Committees (total number).....	33
Delegates (total number)	201
Associate Members (total number).....	383
Visitors	395

Total enrollment 960

Number entitled to vote.....229

Votes cast 129

All votes cast were for the official ballot as presented.

ENROLLMENT OF COUNTRIES AND STATES.

Alaska	1	Missouri	26
Arizona	1	Montana	2
Arkansas	1	New Hampshire	2
California	12	New Jersey	3
Colorado	3	New York	19
District of Columbia.....	4	Nebraska	23
Hawaii	1	Ohio	38
Illinois	49	Oregon	1
Indiana	40	Oklahoma	5
Iowa	44	Pennsylvania	7
Kentucky	12	Rhode Island	5
Kansas	8	South Dakota	2
Maine	1	Tennessee	2
Louisiana	1	Texas	5
Maryland	1	Wisconsin	103
Massachusetts	13		
Michigan	79	Canada	5
Minnesota	38	Japan	2
Mississippi	1		

REPORT OF PROPAGANDA COMMITTEE

The importance of child conservation and consequently of propaganda work for the Kindergarten, is intensified in these years of the great war. In our own country, as in other lands, the conviction is growing that the protection of childhood is essential to winning the war. The proper physical growth and mental equipment of our future citizens, the children, who are to help rebuild our disintegrated world, is recognized as largely the task of the school, and the Kindergarten has an unparalleled opportunity to show its efficiency in this constructive work.

This year there are fewer gains in legislative enactment to report, but from many sources comes information as to the adaptness of the Kindergarten to war emergencies, and a recognition on the part of the public of its value in these days of crisis.

In Portland, Oregon, as a result of the bill passed by the legislature last year, four schools have been established in the industrial districts, and there is a prospect that each year a few additional kindergartens will be located where most needed. An enthusiastic member of the Portland Kindergarten Council writes: "It may be truthfully asserted that the Kindergartens are much more popular at the close of the year than we had dared to hope. Each new building is to include commodious Kindergarten rooms."

Reports from Texas show that all large cities of the State now have Kindergartens as a part of the public school system. The Denton State College of Industrial Arts has opened a department of Kindergarten training, which is, I believe, the first undertaking of this kind in Texas.

In other parts of the South there are signs of steady progress. There is an effort being made to establish a Kindergarten Training Department at the State Normal School at Athens, Georgia, which will be the first public training school in that State.

Columbia, South Carolina, has adopted the Kindergarten as a part of the public school system, the first city in the State to do that. Play festivals have been inaugurated in various localities to develop interest in the training of little children.

With the assistance of the Propaganda Committee, a very successful meeting was held in Raleigh, North Carolina, under the auspices of the Woman's Club to stimulate the forming of a Free Kindergarten Association in that city.

In Utah the Federation of Woman's Clubs is beginning an active propaganda campaign to get a Kindergarten bill through the next Legislature. An interesting feature in the State University is a course for Mothers in Kindergarten Training, offering one hour of credit for a Semester, which has been responded to by an enthusiastic enrollment of Mothers.

Some of the most interesting work reported, is being done in some of our large cities. In Baltimore the Local Propaganda Committee has formed itself into a body, leading to wider usefulness in the state, "The Maryland Association for Kindergarten Extension." Sixteen different clubs and organizations are represented in it. As a step toward increasing Kindergarten facilities, an open air Kindergarten is asked for by a petition presented to the Baltimore Board of School Commissioners.

In Brooklyn the Free Kindergarten Association has developed some valuable activities in its Americanization work, especially in the homes of the non-English speaking people. School Gardening is one large part of its activities. The afternoon work of the teachers is largely increased in their visits to mothers, and teaching English to foreign mothers. This is, of course, typical of much that is done in other cities.

Chicago reports work on a course of study for Kindergarten and Primary schools, which should be noted as a feature of progress, for it leads to greater efficiency for the Kindergarten.

War work is a strong feature of all Kindergarten propaganda reports. These reports show how the Kindergarten is co-operating with all agencies that are working for the conservation of childhood and the rearing of the citizens of tomorrow.

The Committee has published no new literature, but has reprinted in co-operation with the United States Bureau of Education the leaflet called, "What the Kindergarten Is and Does." The Committee has purchased a set of the Kindergarten Posters, published by the Child Welfare Association, which can be circulated in the interest of Propaganda Work.

Our financial report is as follows:

RECEIPTS.

Balance on hand May 7, 1917.....	\$230.56	
Interest on Deposits	5.70	
Receipts for Propaganda Literature.....	3.00	
		\$239.26

EXPENDITURES.

Expense of Speaker for Propaganda Meeting in North Carolina	\$ 30.46
Printing Literature	66.35
Postage	5.05
Printing Stationery	7.18

Bureau of Education for Literature	3.00	
Typewriting	.70	
Express on Literature	1.09	
Child Welfare Posters for Propaganda Work.....	7.00	
		120.83
Balance on hand June 28, 1918.....		
		\$118.43

Respectfully submitted,
GRACE ELDRIDGE MEX.

THE REPORT OF THE COMMITTEE ON FOREIGN CORRESPONDENCE.

The following eleven countries are represented in our report of Foreign correspondence this year: Australia, China, Cuba, Denmark, England, France, Hawaii, Japan, Porto Rico, South America and Serbia; and their records of work indicate one hundred and fifty or more centers of activity for the interests of "child gardens" in foreign fields.

In Australia excellent standards for Kindergarten training are maintained and a system of special courses for Sunday School workers and Governess positions also conducted.

The Sidney Training College reports the following young women students in these various departments:

Kindergarten-Primary Training Courses.....	52
Sunday School Workers' Training Courses.....	28
Governess' Training Courses.....	8

This makes a total of ninety-six young women trained for home, school and Sunday School.

In the report of this College a beautiful tribute is paid to Miss Frances Newton, at the time of her death an active worker in the United States and one-time principal of the Sidney College.

"She gave to the College and through it to Kindergarten work generally, something which is difficult to express, and something that will never die. The 'something' can be defined as the belief in the sacredness of educational work and the ability to feel joy and love in its execution."

The New South Wales Kindergarten Union, reported by Miss Ellen Desailly, records nine Kindergartens and two Playgrounds, caring for 600 children. Mothers' Meetings, Free Libraries, Boys' and Girls' Clubs.

Victoria, Melbourne, Free Kindergarten Union, reports nineteen Kindergartens and Creche and two Associations; the helpful influence of which reaches 1,173 children.

From China reports were received from the following cities: Hangchow, Huchow, Soochow, Peking, Suifu.

At Hangchow the work, connected with the Union Girls' High School, reported by Miss Helen M. Rawlings, includes three Kindergartens, a Normal school, and successful Mothers' Meetings held upon special occasions. Of the Normal graduates, of the class of 1918, all have received good positions. A new building for this work is in process of construction.

Huchow Kindergarten, reported by Mrs. James Vernon Latimer, is a new one, but already enrolls 23 children, many of whom come from the families of Chinese officials: the City Treasurer's home; advisors to the Military official; Advisor and Secretary to the civil magistrate and various military officials. The teacher is a Native young woman of Ningpo. An old Chinese Confucian scholar visited the Kindergarten one day and remarked: "How well the children are trained and after only two weeks, too."

Mrs. Latimer writes: "Most of these children have never been taught to obey, discipline was a new thing to them, but on the second or third day one of the older children stood up in the circle and pointing at each of the others, said: 'Don't you cry; be good today'." She also speaks with enthusiasm about the singing of the children: "If you could hear them sing you would never again think Chinese children cannot sing."

At Soochow two Kindergartens and a Training class are reported by Miss Margarita Parks, the Normal students numbering twenty. Monthly Mothers' Meetings are held.

At Peking, Miss Adella L. Tenney reports a Kindergarten, monthly Mothers' Meetings and a Normal class numbering fifteen students; composed of young women from all over China and speaking many dialects. She writes: "The Chinese girls with their poise, dignity, sense of humor, and love of little children, make splendid Kindergartners."

At Suifu, the Cecilia Kindergarten is reported by Mrs. May B. Tompkins. This Kindergarten and a class of two Normal students occupy "their own bright, pretty building." Plans are being made to provide training with the Union Normal School at the capitol of the province. This is the only Kindergarten in the city and some children come from the best homes and some from the street, and to understand the "full significance and value of the Kindergarten one must walk through the streets of this Chinese city where filth and disease abound and where little children run and play as their chief joy in life."

A report of the Central China Kindergarten Association annual meeting, given by Mrs. Rex Wheeler, of Hangchow Christian College, shows a fine general interest in Kindergarten work and the officers and program speakers include many Chinese, as well as American educators, both men and women, Mr. Fong being the Chinese secretary. Mr. Fong, in an address, emphasized the importance of organizing Mothers' meetings and clubs. He said: "We should make Chinese mothers more interested in real welfare of children." In a discussion regarding the teaching of Chinese characters in the Kindergarten—a matter which some parents were inclined to insist upon—Mr. Yin, of

the Chinese Men's Normal School, of Soochow, spoke of "The Work of the Primary School." He said: "Most of the characters taught to children under ten (Chinese count) had to be re-taught, and that a child entering school at nine (Chinese count) without having had any previous instruction could make up lost time easily, and take four years of study in two.

Mr. Fong said: "The insisting by parents upon Chinese characters being taught is a pretext to have the children in Kindergarten all day."

From Cuba we have excellent reports. There are now sixty-four Kindergartners teaching on the Island. A Normal School at Havana enrolled twenty-six students last year. A graduate of this school has recently been appointed General Secretary of Public Instruction.

Two session Kindergartens are held, thus accommodating children from three to seven years of age. The reason for this arrangement is given as follows: "All recognize how well developed the children are and how easy it is for the primary teachers to teach a child fully awake to most every knowledge."

Reports were received from Miss Clarinda C. Cueto, of Remedios, who directs Kindergartens enrolling 101 children. She reports fine interest on the part of parents, seventy attending one Mothers' meeting. Miss Cueto translates many English songs into Spanish for her children.

At Pinar del Rio, a Kindergarten of 80 children is reported by Miss Lucrecia Garcia Rivera.

From Denmark comes the report of The Froebel Union; the Froebel Seminary; The People's Froebel Kindergarten Union and six Kindergartens, in Copenhagen. The Seminary Kindergarten and Normal class of six students is in charge of Mr. and Mrs. Sofus Baggar. Five People's Kindergartens enroll 350 children. Parents meetings once or twice per year are reported, 100 people sometimes attending.

From England, in spite of the stress under which her educators are laboring, there has come four reports. The Incorporated Froebel Educational Institute, of West Kensington, Miss Esther Lawrence, Principal, reports one hundred young women students in training, a private Kindergarten and a Free Nursery School. Miss Lawrence writes thus of the educational condition in England, today: "England is suffering from a great dearth of teachers and the matter is becoming increasingly more serious. So many teachers and would-be teachers are occupied with 'war work' and do not realize that the education of our rising generation IS war work." Miss Lawrence also sends a most interesting report of the Somers Town Nursery School, supervised by herself and directed by Miss Kathleen Stokes, and of

which the Right Hon. Sir Wm. Mather is president. This school is evidently of the Free Kindergarten and Day Nursery type. During the past year the Nursery School movement has made a decided advance. The Minister of Education has provided for Nursery Schools in his Education Bill and "Nursery Schools" has been the subject of discussion at many educational meetings. It is said: "The strain of war and its accompanying difficulties is telling more and more on the homes. Parent's meetings are more necessary than ever, and the school should become more and more an active social center working in co-operation with the homes." Miss Lawrence writes thus courageously and encouragingly, however, regarding the general outlook: "The war is interfering with our practical propaganda and yet it has helped very considerably to make people see and feel the importance of right education and this is a great asset. The walls of Jerico can be blown down in more than one sense and with advantages as well as disadvantages."

At St. Mary's College, Lancaster Gate, London, reported by Miss Helen S. Powell, there is a Kindergarten and a Normal training class of sixteen students.

At Bradford, reported by Miss M. E. Roberts, there is, at the Girls' Grammar School, a Kindergarten department for children. "Normal work is given when there are students, but at present there are none owing to the fact that so many young women are engaged in National service for the war."

From France came, not a report of teaching, but a most stirring appeal from Mlle Gehery, a life member of our Union, for help for the work for refugee French and Belgian children in which she has been engaged since the war. Her former work, an active Settlement House, is now used for war service.

In Hawaii, twenty Kindergartens are reported by Miss Clara Mosser. In Honolulu, The Island of Oahu, eight free Kindergartens, five Playgrounds, the Castle Home for Children, a private Kindergarten for American children, a private Kindergarten for Japanese children and two Catholic Missions.

On the Island of Hawaii, three Kindergartens; and at Maui, five Kindergartens and three Social Settlements. Miss Mosser writes: "All Island Kindergartens are composed of different nationalities, the majority of whom do not understand English when they enter. We find that dramatized songs and games are a good means of expression and are played and sung with force and enthusiasm."

Just now these little children are very active in buying Thrift stamps, the Kindergarten of which Miss Mosser is director has 114 cards out for Thrift stamps.

From far-away Japan there always comes most enthusiastic

and progressive reports of successful work accomplished and of active growth and development. The Japanese Kindergarten Union is an organization in Japan which seems to truly prove for that country that: "in unity there is strength." It is composed of Christian Institutions. Eleven Branches are represented, each numbering many Kindergartens. One hundred and sixty-six various Kindergarten and Educational centers being included. Among the newly elected officers for 1918, Miss Catherine Tracy, formerly of New York City, was named president. From the report of this Union records of the activities of seventy Kindergartens and six training centers show fine results. An interesting item is the emphasis placed upon Mothers' meetings. In one Kindergarten center at Kobe the Japanese mothers have taken great pleasure in learning good songs to sing to their children.

The Glory Kindergarten Training School, of Kobe; of which Miss Annie L. Howe is principal, recently graduated seventeen young women teachers.

At Tokyo, a Kindergarten Training School and two Kindergartens are reported by Miss Harriet Dithridge, principal. Twenty-four young women are in attendance in the Normal department. An awakening interest on the part of mothers is reported as especially encouraging.

At Baiko, Miss Evelyn Oltmans reports from a Girls' School located on the straits that divide Northern from Southern Japan. A Kindergarten has not yet developed here, but Miss Oltmans writes thus of the one hundred and sixty young women in this school: "They are such sweet, gentle girls, and if they are filled with the principles and the teachings of right and of Christian living which they have learned here will be powers in the future bringing up of young Japan." Miss Oltmans also gives an interesting description of a street Sunday School where forty little children gather and at which the Japanese mothers are frequent visitors.

Porto Rico sends six reports. Four Mission Kindergartens enrolling 250 children, at San Juan, are supervised by Miss R. May Osmund, with Native teachers in charge. Miss Osmund also directs the training of two young women.

At Arecibo, a Mission Kindergarten in charge of Miss Anna Rosa Flores, is conducted; and at Vega Baja, Miss Rosa Maria Sandoval directs a public Kindergarten. She reports the general work of the public schools as progressing well. The schools are Kindergarten Primary and both Spanish and English speaking is taught.

South America: At Concepcion, Chili, Mrs. Elma Allen conducts an interesting work in the American College, including

a Kindergarten of 45 children and courses in handicraft in the various grades of the school. Reed and raphia work, carving, rug making, bead work and industrial weaving are given.

And last, but by no means least, is the following interesting record of the Kindergarten at Monastir, Serbia; connected with the Girls' Boarding School and reported by the director, Miss Edith L. C. Levagood, now in this country: "This Kindergarten was opened in 1914 and continued one year. It was to have been taken over by the Serbian Government, had the Serbian retreat not taken place in October, 1915.

"When the Bulgarians took possession of the land, all new educational work and much of the old was necessarily given up. Mr. Vemitch, one of the influential educational leaders of Serbia and author of several educational text books; also, Inspector of Serbian Schools, was very desirous of establishing better educational advantages for the little children of Serbia. Educational work there is now necessarily retarded by the World War, but at its close educational advantages will be pushed forward as never before in all her history. Always craving liberty, Serbia was the first of the Balkan Nations to free herself from the bondage of the Turk." In one of the Serbian Folk-songs there is the expression: "We will dance, aye, we will dance even to Constantinople." In the course of human events in the making of future history by the present world's great struggle for liberty, may it not be possible that we may help this worthy little Nation toward that which, for five hundred years, has been her heart's desire?

CLARA WHEELER.

REPORT OF THE LITERATURE COMMITTEE

Many good lists of stories for children have been compiled by succeeding literature committees of the International Kindergarten Union. The first one was published in the first report and brought together the titles of *most of the books* then available of standard value for children. In general, this plan has been followed by other committees although in one or two instances special lists of one type of story have been made. The present committee in looking over the field, recognized that the material in good books for children had increased so *greatly* in amount, and the many extended lists published by libraries and compilers were so *easily obtained*, that it would be wise to confine their work to making a limited list of stories of *distinctly literary quality* for the first three grades (Kindergarten, First and Second). The endeavor, therefore, has been to include only those which could be accepted as the best stories from this point of view, and also to include only those best *adapted for telling*.

In order to get as fairminded an opinion as possible, the committee wrote to many schools where they felt that really educational work in Children's Literature was being carried on. In each case they requested that the Kindergarten, First and Second grade teachers get together and compile lists of about fifteen stories for the Kindergarten, First and Second grades, having in mind a high literary basis of selection. Out of the twenty-four requests sent out, we received twenty-one replies. Among those responding were:

Teachers' College, Columbia University.
School of Childhood, University of Pittsburgh.
Frances Parker School, Chicago.
Elementary School, University of Missouri.
School of Education, University of Chicago.
State Normal School, Milwaukee, Wis.
State Normal School, Geneseo, N. Y.
Community School, St. Louis, Mo.
Chicago Normal College, Chicago, Ill.
Fairhope League, Greenwich, Conn., and Fairhope, Ala.
Kindergarten Extension Association, Downers Grove, Ill.
Supervisor, Kindergarten Department, Minneapolis, Minn.
Supervisor, Kindergarten Department, New York City.

We also received great help from leading representatives of the Carnegie Library Training School for Children's Librarians, Pittsburgh; Simmons Library Training School, Boston; Chil-

dren's Department, New York City Library; Chicago Public Library Training Class for Librarians; and from many individuals, the most devoted and generous of whom has been Mrs. Porter Lander MacClintock. Aside from all of this outside help each one of the twelve members of the Committee not only contributed a *very thoughtfully* compiled list, but hours of valuable consultation.

The following statement will summarize briefly the criteria upon which the judgment of the Committee was based: The stories chosen must have universal appeal, contrasting elements, consecutive events, balance and climax. The stories must be convincing in that they produce a definite effect, the satisfaction of the inevitable and the final triumph of good. The language must be direct and rhythmic, with the beauty that comes from adequate relation of spirit and form.

In consideration of the fact that this list was for *young children*, a few special points were also fundamental. The stories should be based on the natural experiences in these years, from four to eight, or experiences *which would be desirable for these years*. The best type of story for this list is the *repetitive* type, but that type should not be forced or monotonous and should develop through the repetition of word and incident to the repetition of situation and the varied repetition of circumstance and feeling. The *stories of incident*, though attractive, *must not be confounded* with the really *fine tale with a complete plot*. The simpler the narrative the more carefully the literary values should be conserved.

It was also agreed that for kindergarten age all stories of subtle symbolism or worldly-wise conversation or suggestion should be avoided, but that the story should be *dramatic, full of vivid action*, with only necessary description and little explanation. The emotional reaction must be to the story *itself*, not to any appeal through *artificial statement* or *sentimental atmosphere or word*.

The Committee decided that stories, the main interest of which depended on a special season or holiday, need not be included in this list.

They regret that suitable realistic stories for young children about animals and hero stories in literary form, are so rare that the list is deficient in this respect. They also regret that this list does not include selections of poetry suitable for children of this age, for they all recognize its necessity as well as its value.

The committee therefore recommends that the search for suitable stories of these types be continued and that the next piece of work of the Literature Committee of the International Kin-

dergarten Union be to compile a list of poetry for the Kindergarten, First and Second grades.

As chairman, I wish to take this opportunity to thank each one of the twelve members for her untiring devotion to our definite task. The perfect harmony with which we have worked is a joyous memory. There are changes in the list which each member as an individual would have made, but everyone has subordinated her own personal likes and dislikes to the high standard and judgment of the Committee as a whole. It was this openminded and friendly attitude which brought about the *unanimous* presentation of this report.

Respectively submitted,

ALICE O'GRADY MOULTON,
 GUDRUN THORNE-THOMSEN,
 NORA ARCHIBALD SMITH,
 GEORGENE FAULKNER,
 MARIETTA STOCKARD ALBION,
 MARY L. MORSE,
 ADAH M. WHITCOMB,
 MARY DABNEY DAVIS,
 BERTHA JOHNSON,
 ADA MAE BROOKS,
 IRENE HIRSCH,
 GRACE HEMINGWAY,

*Chairman Literature Committee, 1918,
 International Kindergarten Union.*

REPORT OF THE MUSIC COMMITTEE

The Music Committee presents its report, recommendations, and suggestions, camouflaged a bit, perhaps, but iterating and reiterating the substance of many previous reports, for there are still great and untried possibilities and opportunities for music in its relation to the child in kindergarten.

The developments in our national experiences this past year have brought to light a significant condition of affairs, and one which we should consider the import of. Hundreds of thousands of young men from every part of the country, representing all phases of educational processes, have been assembled in the training camps to put their life experiences at the service of humanity. One great need was quickly discovered. The officials said, "We can't have a fighting army unless we have a singing army!" It is difficult to believe that there was not much of a common basis to begin with! Perhaps one in one hundred, or, it might not be overestimating the number to say, one in one thousand, knew more than one verse of even our *national* songs. The average city lad could hum or whistle the latest ragtime, or so-called popular tune; those from the rural communities not even that. The popular songs were tried first in the effort to interest, and arouse enthusiasm, but they quickly were worn threadbare because containing no element of truth or beauty.

In solving this problem, the help and advice of cultured, experienced and practical musicians has been sought, and at present in *many* of the camps and training stations the boys are singing stirring Folk Songs and inspiring chorals and other tunes which have come down to us as a heritage of the past, as well as *good* tunes of the present which have been furnished with words of a type *not* common and vulgar, but voicing the spirit of the hour, in its best and highest thought.

It may be said, "What has this to do with the problems of this Committee?" but the answer is, "Where is there a better place for the love and appreciation of music, such an important element in life experience, to be born and nurtured, than in the early years of the child of kindergarten age?"

To this end the Committee urgently recommends a serious consideration of two points: First, Good music; and second, More adequate preparation of the teacher with respect to the music problem.

It is of comparatively little value to prepare lists of good music to be used in kindergarten unless it is to be administered at the

hands of skillful and cultured teachers, who have either a keen appreciation, or a specific musical training, to be able to make vital use of the material. Such material in the hands of the untrained teacher is just as valueless as the kindergarten gifts and occupations in the hands of the layman who has no knowledge of their psychological and educational value. A questionnaire recently sent out to kindergarten and normal training schools reveals a great need in respect to the music training of kindergarteners, if music is to be of any value in the educational and spiritual development of the child. It may be suggested that many young women come to the normal schools for training who have had many years of music study. To such, the training schools should offer a course in music paralleling its other subjects of study, that is, in the application of educational principals based on the needs and processes of development in respect to the child with whom they are to deal.

In the case of the number who have had no previous training in this Art, the period given to music in most training schools is much too brief for any novice to acquire its principles and processes in the time allotted to music. Here is a problem for the Normal and Training Schools in which the Committee would gladly join in an effort to find a solution.

The need for the best music for the little child is self-evident. We should have the same standard for music in the kindergarten that we demand from our symphony concert programs, and artist recitals.

Both songs and instrumental music should be chosen with reference to the highest standards of the art, and there is great fund of simple, and truly beautiful music, for the child to learn to love, appreciate, and express. * * *

The following experiment, conducted by Miss Lilian Bissell in Miss B's kindergarten, suggests possibilities of the working out of a plan which might obtain where the kindergartner herself was not equipped to deal with the music problem. It is given in Miss Bissell's own words. "I was asked one day if I could supply weekly performances of good music for the children of Miss B's kindergarten. I replied that I would like to give a course based on an educational principal. I thoroughly believe that if hearing and attention be caught young enough by the best in any line, a standard is unconsciously established against which poor and mediocre material, later on, will have no particularly bad effect. Miss B. said, 'Go ahead. You may have my kindergarten as laboratory.' Ten fifteen-minute periods we spent on the experiment. She and I, as well as all the others sufficiently in connection with the work to have a worth while opinion, agree that it had decided value. The background of

the program each time has been the dance, the song, and either a descriptive or non-descriptive composition. The first program was a march by Bach. The Birdling, by Grieg, and a short adaptation of the Hallelujah Chorus. They marched to the Bach, they listened to hear the piano sing, 'Hallelujah,' and they also heard the bird's note. The next week they recognized all three without being told.

"After the playing of the Largo by a violinist and myself, at one lesson, one of the most thrilling instants of hush from those tiny tots I have ever experienced, was sufficient proof of the need of just that sort of work with the weeny ones. After this quiet of those wiggly little people, one little girl whispered, 'The Largo.' Do you wonder we were thrilled? They had been directed to listen for the pricklers of Schubert's 'Little Hedge Rose,' and I had emphasized the stacatto accompaniment which carries the idea over. Then we played a violin description of McDowell's 'Wild Rose,' and they could not find any pricklers on that one. Then I gave them Tschaiakowsky's 'Song of the Lark', which they immediately recognized as a bird's note.

"We are planning to work out a course for next year. Some times we shall have a singer (as fine a one along the interpretative side as we can get), sometimes other instrumentalists, to keep the interest through variety, and broaden the listening capacity through a varied projection.

"It seems to me that this wonderful wealth of the best music, comprehensible by children, should be arranged so as to be at the disposal of the grandfathers and grandmothers of our future men and women. When some one said to me, 'Why bother about the children's culture?' quoting Dr. Holmes' reference to the grandfathers, I said, 'The sooner you get the children, so sooner you catch the grandfathers'." * * *

In closing, the Committee presents this pathetic appeal, voiced at the conclusion of "Peter Pan", "Please, won't you believe in us?"

Respectfully submitted,
 MAUDE THAYER,
Chairman.

REPORT OF THE COMMITTEE ON CHILD STUDY

A leader in the field of child study in the early days of its inception said, "Child Study is primarily for the teacher; secondarily for the child, and incidentally for science." These words best express the guiding idea of our committee in its work the past year.

The first motive that obtained with the members was a desire to commend some method of study that would appeal to every teacher as practical, and compatible with her varied duties, that would arouse her interest in the systematic study of children and lead her to a better understanding and appreciation of their individuality. Our purpose was not to introduce some startling new lines of investigation but more fruitful lines. To accomplish this we felt that the work planned should be encompassed with problems that unquestionably belong in a teacher's province, that it should be closely connected with the daily experiences of the kindergarten, that it should emphasize the practical, for work which shows no immediate results of practical value will not commend itself to hard worked teachers, that it should require but little preparation for it is difficult for the busy kindergartner to conserve time for "extras", that it should be of a nature that would offer opportunity for valuable study of children without in any way attracting their attention since our methods of approach to the young child should be properly safeguarded lest we awaken self-consciousness and destroy spontaneity.

The mode adopted therefore was that of the individual topic for study, or the selection of some one subject for investigation. The one chosen was that of the spontaneous drawings of children, a feature of the kindergartner's work which is universal and tends to elicit her interest.

To assist teachers toward making wiser and more careful observations and in deducing wiser and more scholarly inferences, to inspire them to make investigation, experiment, and to read, a syllabus has been prepared. It is arranged in two parts. The first is particularly adapted for the guidance of the teacher while observing the children draw, and the second is designed for study in teachers' meetings and should be suggestive and helpful we believe to the thousands of teachers who are working without the aid of a supervisor. The latter presents an outline of work sufficient for a year's study.

To give interest and zest to the work, to acquaint the teacher with the ultimate meaning of the problem with which she is

dealing, to strengthen and broaden her ideas and to familiarize her with the pedagogic inferences drawn by specialists in their numerous studies of children's drawings, a bibliography on the subject is appended to the syllabus. This is designed to assist in the work of comparison and classification after information has been gained by observation.

The syllabus which we recommend is as follows:

SYLLABUS

Spontaneous Drawings in the Kindergarten

PART I

Dr. G. Stanley Hall says that he often selects a few dozen of the superior spontaneous drawings of children and fastens them to the walls of his study or to his bookcases for his eye to rest upon in reverie. "Nothing," he says, "in the whole wide domain of child study, and indeed nothing in all the great art galleries of the world that I have seen has so impressed me with the native spontaneity and creative originality of human nature as these."

1. Are children's drawings more often outline or mass work?
2. Do they draw what is present? Do they look at an object or draw from memory?
3. Do they draw what they know about things or what they see?
4. Do they use colors freely?
 - (a) Do they prefer bright colors?
 - (b) What colors do they choose?
5. Do they show a sense of rhythm in their drawings?
6. Do they draw detached objects or is there a thought sequence?
7. Do they draw with any regard to detail or merely suggest the form? Which pictures give the more detail, those drawn by
 - (a) Boys?
 - (b) Girls?
8. Do they draw full faces or profiles?
9. Do they imitate the method or the result when the teacher draws for them?
10. What idea have they of proportion or relative size?
11. To what extent is children's drawing influenced by the size of paper and crayon?
12. How is the children's spontaneous work influenced by the subject matter of the kindergarten?
13. What preferences do children show in their drawing—
 - (a) Animals
 - (b) People (and activities)

- (c) Nature
 - (d) Design
 - (e) Toys and other objects?
14. Do children repeat their own work?
 - (a) Is the repetition due to the thought interest or satisfaction in the production?
 - (b) Does their work improve with repetition or become stereotyped?
 15. When does their interest in the activity change into interest in the production? Is the production consciously gained or is an accidental resemblance recognized and named?

BIBLIOGRAPHY

- Brown, Elmer, Notes on Children's Drawings, University of California Studies, Vol. II, No. 1.
- Burk, Frederick, Pedagogical Seminary, Vol. IX.
- Barnes, Earl, A Study on Children's Drawings, Pedagogical Seminary, Vol. II.
- Clarke, John S., Some Observations on Children's Drawings, Educational Review, Vol. XIII.
- Freeman, Frank N., The Psychology of the Common Branches, Chapter 3.
- Grosse, Ernest, The Beginnings of Art, Chapters 4, 5, 6, 7.
- Lukens, Herman F., Drawings in Early Years, N. E. A. Report, 1899.
- Lukens, Herman F., A Study of Children's Drawings, Pedagogical Seminary, Vol. IV, 1896.
- Major, David R., The First Steps in Mental Growth, Chapter 3.
- O'Shea, M. V., Children's Expression Through Drawing, N. E. A. Report, 1894.
- Sully, James, Studies of Childhood, Chapter X.
- Shinn, Millicent, Notes on the Development of a Child.
- Tanner, Amy E., The Child, Chapter 18.
- Tracy, Frederick, The Psychology of Childhood, Chapter 6.

PART II

1. At what time in the development of the race did drawing first appear? Why did primitive man draw?
2. Cite evidence from your reading and from the personal observation of children which would tend to show that drawing is a language. If drawing is a language, how should this knowledge influence us in the teaching of drawing?
3. Examine at least three different courses of study in drawing and three different authorities to ascertain the aims in the teaching of drawing in our public schools. Which do you like best and why? Formulate aims for the teaching of drawing in the kindergarten.

4. Do children, before going to school, and also while they are in the kindergarten, show a most decided interest in drawing? Is this interest carried through the grades and high school? Try to get statistics from teachers in the grades and high schools as to how many children like to draw. (This may easily be done by asking the children to write a composition on their interest in drawing.) How do you explain the results?

5. Collect some of the first drawings of children. What are their characteristics? At about what age do children begin to name their drawings? Does the improvement in drawing take place slowly or rapidly when this stage is reached?

6. Do any of your pupils become dissatisfied with their drawings? How does this dissatisfaction show itself? At about what age do children begin to criticise their drawings? What suggestions do we have here for pedagogy?

7. What changes take place in the observation of children as they learn to draw?

8. What colors do kindergarten children prefer to use? Do kindergarten children naturally have an esthetic appreciation for color? Can the kindergarten do anything to develop such appreciation? If so, how?

9. To what extent do spontaneous drawings reveal fundamental interests in children? In what ways may such a discovery of interests be useful to kindergarten teachers?

10. Study the individual differences in drawings among your pupils. How do they differ in the character of subjects chosen, the details incorporated, skill, particular colors used, power of dramatic representation, etc.?

11. Children frequently draw a particular picture, like a horse, a great many times consecutively. Make a collection of such drawings. Is each drawing an exact reproduction of a previous drawing? Is there any evidence that the child has learned through these repetitions? If so, how?

12. Sometime when you see children struggling to represent an object or an idea, try the experiment of making a drawing and then ask the children to see how well they can copy it. Try this experiment several times. What are the results? Does such a method interfere with the development of the individuality of children?

13. To what extent do you think the kindergarten ought to try to teach children how to draw?

BIBLIOGRAPHY

- Ayer, F. C., *The Psychology of Drawing*, Baltimore, Warwick & York, 1916.
- Burnham, W. H., *Hygiene of Drawing*, Pedagogical Seminary, September, 1907, Vol. 14, No. 3, pp. 289-305.

- Freeman, F. N., *The Psychology of the Common Branches*, Boston, Houghton, Mifflin Co., 1916, pp. 34-67.
- Gesell, A. L. and B. C., *The Normal Child and Primary Education*, Boston, Ginn & Co., Chap. IX, pp. 124-145.
- Hall, G. Stanley, *The Pedagogy of Drawing*, Chap. XX in *Educational Problems*, Vol. II, N. Y., Appletons, 1917.
- Kirkpatrick, Edwin A., *The Fundamentals of Child Study*, Revised Edition, Macmillan, N. Y., 1917, pp. 262-266.
- Sargeant & Miller, *How Children Learn to Draw*, Boston, Ginn & Co., 1917.
- Tanner, A. E., *The Child* (Revised and Enlarged Edition), N. Y., Rand, McNally Co., 1915, pp. 465-483.

The second project which engaged our attention is intended to benefit the child more directly.

With the efficient assistance of Miss Marguerite R. Franklin, manager of the first kindergarten speech clinic in the world, located at the Wheelock Kindergarten Training School, the committee has prepared a questionnaire on "Kindergarten Speech Improvement" for the purpose of gathering data upon the prevalence of speech defects in young children and to learn the consensus of opinion of training teachers, supervisors and directors concerning the problem of correcting these in the kindergarten.

The questionnaire contains the following:

Questionnaire on "Kindergarten Speech Improvement"

Introduction:—

The Child Study Committee of the International Kindergarten Union is gathering data upon the prevalence and treatment of Speech Defects in young children, and asks you to co-operate by answering the following questions and returning immediately to

(MISS) JULIA PEPPER,
32 Summer Street, Providence, Rhode Island.

Teacher's name
Home address
Name of school
School address

A. Size of the Problem

1. How many pupils are in your kindergarten class?
2. How many have Speech Defects:—
 - (a) Phonetic—"baby talk", lisping, consonants omitted or wrong sounds substituted,

- (b) Stuttering—repetition of syllables and hesitation of speech.
- (c) Delayed Speech—beginning 2 or 3 years after the normal time (1½ years).
- (d) Absent Speech—gestures taking place of words. No speech.
- (e) Foreign Pronunciation.
- (f) Other forms.

B. *Way Problem Is Met*

- 1. Do you correct these defects?
- 2. How do you correct them and what have been your results?
- 3. Did you receive any instruction at your training school in:—
Speech Defect Prevention, or
Speech Education, or
Speech Correction?
Where and how long?
- 4. Have you had instruction elsewhere in any of the above subjects?
Where and how long?
- 5. What books have you read or studied upon these subjects?
- 6. Is there a Kindergarten Speech Clinic in your school?
- 7. Is there a Speech Correction Class in your district?
Does it offer treatment to kindergarten children?

C. *Opinion Concerning the Problem*

- 1. Do you think Speech Correction should be a part of kindergarten work?
- 2. Why?
- 3. Give suggestions as to meeting the problem.
- 4. Remarks:—

The material gathered by the committee's collaborators will be collated and employed in discovering and formulating the principles which shall govern future action.

We are desirous of enlisting the sympathy and cordial participation of all kindergartners in the endeavors proposed and bespeak the co-operation of the Executive Board and the Bureau of Education Committee in the solution of the practical problems, such as the distribution of the syllabus and the printed forms for recording the observations of individual children, and the questionnaire.

Respectfully submitted,
JULIA PEPPER,
Chairman.

SPONTANEOUS DRAWINGS IN THE KINDERGARTEN
Syllabus Prepared by the Committee on Child Study of the
International Kindergarten Union

CAROL P. OPPENHEIMER,
 SUE C. COLLINS,
 AMY E. TANNER,
 (MR.) J. MACE ANDRESS,
 MINNIE ALLEN (MRS. R. D. ALLEN),
 JULIA PEPPER, *Chairman.*

I—Methods

1. Are children's drawings more often outline or mass work?
2. Do they draw what is present?
Do they look at an object or draw from memory?
3. Do they draw what they know about things or what they see?
4. Do they use colors freely?
 (a) Do they prefer bright colors?
 (b) Do they show a sense of rhythm in their drawings?
5. Do they draw detached objects, or is there a thought sequence?
6. Do they draw with any regard to detail or merely suggest the form?
 Which pictures give the more detail, those drawn by
 (a) Boys, or
 (b) Girls?
7. Do they draw full faces or profiles?
8. Do they imitate the method or the result when the teacher draws for them?
9. What idea have they of proportion or relative size?

II—Influences

10. To what extent is children's drawing influenced by the size of paper and crayon?
11. How is the children's spontaneous work influenced by the subject matter of the kindergarten?

III—Interests

12. What preferences do children show in their drawing:—
 (a) Animals
 (b) People (and activities)
 (c) Nature
 (d) Design
 (e) Toys and other objects?

13. Do children repeat their own work?
 (a) Is the repetition due to the thought interest or satisfaction in the production?
 (b) Does their work improve with repetition or become stereotyped?
14. When does their interest in the activity change into interest in the production? Is the production consciously gained or is an accidental resemblance recognized and named?

RECORD CARD

Spontaneous Drawings of Kindergarten Children

Name	Date
Nationality	Age
School	Sex
	City and State
	Teacher

I—Methods

Question

- 1.
- 2.
- 3.
4.
 - (a)
 - (b)
- 5.
6.
 - (a)
 - (b)
- 7.
- 8.
- 9.

II—Influences

- 10.
- 11.

III—Interests

- | | |
|-----|-----|
| 12. | 13. |
| (a) | (a) |
| (b) | (b) |
| (c) | |
| (d) | 14. |
| (e) | |

IV—Additional Data

Note: The numbers under the group headings correspond to the numbers of the questions of the syllabus,

REPORT OF FROEBEL MONUMENT COMMITTEE

To the President and Members of the International Kindergarten Union:

The Committee on Froebel Monument, in view of the many appeals to be responded to during the past year has made no effort to increase the funds for the contemplated memorial to Froebel.

ST. LOUIS UNION BANK—SAVINGS DEPARTMENT

Balance on hand April 29, 1916.....	\$2,342.31
Deposited July 3, 1917.....	27.00
Interest to June 1, 1917.....	35.13
Interest to Dec. 1, 1917.....	35.99
Interest to June 1, 1918.....	36.60
Total	<u>\$2,477.03</u>

Respectfully submitted,
MARY C. McCULLOCH,
Chairman on Froebel Monument.

REPORT OF NECROLOGY COMMITTEE

June, 1918

Probably no one here at this great International meeting has been untouched by the disaster and unrest that fill our world today. Leave-takings, sorrow and death have come to many of us, and we are feeling, as never before, the need of a quiet force, a controlling power that will hold us where we may "pause and walk and know that *there*, God is."

"There is something else this world of noise
Needs just now, sadly—one of its best joys—
The restful woman, who, amidst earth's riot,
Is eloquently quiet,
Knowing that stillness means not being dull,
But, like the sunshine, bright and beautiful
And warm, with tender life-producing forces."

Such were the women we are honoring today. Women full of understanding and sympathy,—women urged by a force that carried them into the center of life,—the potential mothers of the little ones waiting for them. Friends and teachers, too, of the young women gathered about them to gain more knowledge and "Like a ray of the sunshine again, to brighten new planets and races of men."

MISS CLARA W. MINGINS,
Died in Grand Rapids, Mich.,
Nov. 5, 1917.

A life dedicated to service.

One of those restful, quiet lives, yet full of a force that carried her on to achievement. Miss Mingins was graduated from Miss Mary L. Van Wagenen's Training School in New York City, two years before my own entrance into the same school. I well remember Miss Van Wagenen's frequent reference to her, as one of her very excellent pupils.

As a training teacher, her work started in New Britain, Conn., in the Normal School. Here she served about ten years, doing most faithful work. Her next responsibility came in Newton, Mass., where she was appointed supervisor of Kindergartens. She remained here two years. Later she was made supervisor of Kindergartens in the public schools of Detroit, and a training teacher in the Washington Normal School. Afterward she was in active work in the Ypsilanti Normal School.

As her health failed, she retired from active service, but to

the end of her life, was interested in everything relating to child development.

Her close association with the I. K. U. in earlier years, as President of the Detroit branch, and member of the "Child Study Committee," brought her many more friends, who feel today, indeed, bereaved.

MISS MARY LEORA HALL,
Died in Cleveland, Ohio,
Feb. 4, 1918.

A graduate of the Cleveland Kindergarten Training School, and the Chicago Kindergarten College, Miss Hall was associated with the "Cleveland Day Nursery" and "Free Kindergarten Association" as director, and also connected with the Olney Kindergarten at Pilgrim Church.

Her mother heart gathered in and held all the poor and neglected little ones, and extended itself also to the young girls and women and mothers of the city, who came to her for training and help.

Her rare literary ability showed itself in her story work and in her verses and songs so well known in "Story Plays," and "Every Day Songs and Rhythms," which she wrote in conjunction with Sarah E. Palmer.

The Cleveland Training School will miss her sadly, but her influence cannot die, "and many there be who will rise up and call her blessed" among teachers.

MISS MARY CATHERINE HOLLINGER,
Died in Cleveland, Ohio,
March 30, 1918.

Was graduated from the Cleveland Training School in 1914, and appointed assistant in the Public School Kindergartens of the city. Three years a worker in the "Murray Hill School" among the Italian children. She was a member of the "Alumnae Association" of the Cleveland Training School and Corresponding Secretary of that branch at the time of her death. A young woman of rare ability, bringing sunshine and happiness into every group she entered.

MRS. MARION PAYNE TOMLINSON,
Died in Waterbury, Conn.,
April, 1918.

A graduate of the Fannie A. Smith Kindergarten Training School, Bridgeport, Conn., and until her death a loyal member of its Alumnae Association, and its Secretary for two years. A sweet, gentle worker, efficient always. We miss her from our ranks.

MRS. ELIZABETH HEWITT KELLY,
Died in Minneapolis, Minn.,
April, 1918.

A graduate of the Minneapolis Kindergarten Training School, and a splendid worker in the Public School. Her power for good showed itself largely in her work among Mothers. A large Mothers' Club stands as a monument to her love and zeal. We feel a great sense of personal and neighborhood loss in the death of Mrs. Kelly.

MISS ETHEL E. BARR,
Died in Grand Rapids, Mich.,
May 26, 1918.

A devoted worker for fifteen years in the Public Kindergartens of Racine, Wis. She was a woman well known in Wisconsin. For her artistic ability, expressed through the handwork of the Kindergarten in paper cutting especially—made her a valuable friend and contributor.

Collaborating with Mrs. Gaynor she gave to us "Songs and Scissors," the valuable illustrations being all her own. She will be deeply mourned.

MRS. ANNIE MOSELY-PERRY,
Died in Boston, Mass.,
April 17, 1918.

A graduate of Miss Page's Training School. Taught in Buffalo Training School for three years. Opened the Perry Kindergarten Training School in Boston in 1895. She was always interested in the I. K. U., and her school is represented by an Alumnae Branch.

MRS. ALMA O. WARE,
Died in South Bend, Ind.,
since the Convention opened.

We are richly blessed in having had these rare women among us. We miss them, but we rejoice that their spirits are free—Free to go upward—

"Its uttermost summit, no man may know
For it goes up to God in His holy tower
To gather more knowledge, and force and power."

Respectfully submitted,
FANNIE A. SMITH,
Chairman.

REPORT OF COMMITTEE ON CO-OPERATION WITH NATIONAL CONGRESS OF MOTHERS

This Committee suggests that we make this indeed a "Children's Year" by a united effort for a *Kindergarten drive*. We need to plant a kindergarten in every town and village throughout the country. In war times, it is especially necessary to conserve child life in every way. Children in small towns and villages may be carried to some central kindergarten by a community motor.

Parent-Teacher Associations are already awake to the needs of the children and are ready to co-operate. May we not make a nation-wide effort to work with these organizations in many scattered communities? Such a drive would mean large correspondence and the printing of circulars to send to the State Presidents of the Mothers' Congress. This is the year and this is the time to make the kindergarten universal and to secure to every child in the country its privileges.

We suggest that the incoming committee for affiliation with the Mothers' Congress be empowered to make such a campaign.

Respectfully submitted,

By LUCY WHELOCK.

Read by Elizabeth Harrison.

REPORT OF COMMITTEE ON CO-OPERATION WITH N. E. A.

The Committee on Co-operation with N. E. A. held a session at Atlantic City, February 27, 1918, in connection with the annual meeting of the Department of Superintendence. Twenty or more of the kindergarten leaders were present, with headquarters at Craig Hall.

The Rose Room at the Traymore Hotel was given us for our conference. The interest was shown by a large attendance which filled the room and required extra seats to be brought in. An increased attendance of Superintendents shows a growing interest in kindergarten work and methods.

The program presented the topic: *The Kindergarten of Today*. Its Responsibilities: (a) To the School; (b) To Its Own Ideals; (c) To the State.

Reports of the papers have already appeared in the Kindergarten and First Grade magazine, and it is not necessary to speak further of the discussion of the topic. The topics were admirably presented by the different speakers and the attention did not wane during the three-hour conference. One Superintendent declared that it was the best educational meeting he had ever attended. The interest culminated with Miss Curtis's report of her visit to France among the soldiers at the front, and the children of France who constitute the second line of defence. Through her vivid portrayal of the needs of the stricken country and the suffering children, great enthusiasm was aroused for the formation of a kindergarten unit to send aid across the seas. Subscriptions were made then and there, and a campaign for the Kindergarten Unit was begun.

A social evening rounded out the day. Through the able co-operation of Miss Ella Hamilton, Supervisor of Kindergartens and First Grades in Atlantic City, a war supper was enjoyed at the Traymore Hotel. Kindergartners from Atlantic City and Philadelphia, with the visiting kindergartners and a few distinguished guests, spent an evening together in the interchange of experience. Some of our gifted members, notably Miss Anna Williams and Miss Harvey, cheered us by their witty stories,—helping us to raise our own *morale* and to gain the spirit and courage which we need for the daily task.

Dr. Finegan, President of the Department of Superintendence, Mrs. Mary C. C. Bradford, President of the N. E. A.,

Commissioner Claxton, and Dr. Chadsey, of Detroit, honored us with their presence and gave us words of encouragement and cheer.

The mid-winter meeting of kindergartners, in conjunction with the Department of Superintendence, has undoubtedly served to bring about a better understanding of kindergarten practice and of the educational aims of the kindergarten. It has brought recognition of the kindergarten as a legitimate and necessary part of the public school system.

The Committee believes that these meetings have demonstrated their value and are justified by the results. We recommend that they be continued as part of our kindergarten activity in the I. K. U.

Respectfully submitted,

LUCY WHEELOCK,
Chairman.

REPORT OF THE BUREAU OF EDUCATION COMMITTEE

Madam President and Members of the International Kindergarten Union:

Through the agency of its several sub-committees the Bureau of Education Committee has been able to do more than the usual amount of work during the current year. Three of its sub-committees,—the one on Curriculum and Standards; the one on Kindergarten Tests and Measurements; and the one on a Kindergarten Reading Course—completed their tasks during the year and presented them to the general committee for action. The sub-committee on Legislation completed a task set for it last year in a highly gratifying manner. Just what that task was, the chairman, Miss Watkins, will tell you later. Progress has also been made on projects already in hand. The material for the bulletin on Kindergarten Supervision has been improved at the suggestion of the Bureau Experts, and is now practically ready for the printer. The questionnaire to have been sent out by the sub-committee on Social Co-operation, has been likewise improved. It will be sent out in the near future, and the results eventually incorporated into a bulletin of much value.

The work done the current year by the sub-committees on Curriculum and Standards, and Tests and Measurements promises to be of great value when completed and issued in bulletin form. Such completion is still some distance in the future, however, since the work this far done is but the first step toward the publication of a bulletin on the subject. The acceptance of the work done by a sub-committee by the general committee, and its recommendation to the Bureau for publication is the second step. The adoption by the Bureau of the material recommended is the third, and getting it through the Bureau and into print is the final one; and between the first step and the last considerable time may intervene. The process of getting bulletins such as the educational world needs is therefore a very slow one, but the bulletins have perhaps an added value because of their slow growth. At the meetings of the Bureau of the Educational Committee the current week—seven in all—the general committee has spent the greater part of its time in discussing the material presented by the sub-committees, so that the resulting bulletins may be as good as possible. Since such discussion is but the second step in the bulletin making process, it is evident that some time must elapse before the bulletins can appear.

One's appreciation of such bulletins as are sent out from time to time is heightened by a knowledge of the purpose and methods by which they are brought into existence. As has been stated, one of the topics which occupied the committee's attention the current year has been the preparation of material for a bulletin on the curriculum or program of the kindergarten. The idea of preparing such a curriculum which might be published by the Bureau in bulletin form arose from the need of thousands of kindergartners in small towns for direction in their work such as kindergartners in the large centers receive from a supervisor. The method of bringing the material into existence has been as follows: The several kindergartners who constituted the sub-committee each took one line of kindergarten work—the subject matter, the language and literature, the music, the games, the industrial arts, the fine arts, etc.,—and worked it up from the standpoint of aims, methods, and achievements. When each had completed her own task it was submitted to all the others, and the work of all was then unified and harmonized. The whole was then typewritten and multigraphed and a copy sent to each member of the general committee, with the request that it be studied before the meetings of the committee took place. At these meetings the curriculum so organized was thoroughly discussed. Several criticisms and suggestions were made, but the committee as a whole recognized it as an unusually able and valuable piece of work and will recommend it to Commissioner Claxton for publication in the near future.

The work of the sub-committee on Tests and Measurements has been carried on with corresponding care. A series of tests was devised by the sub-committee early last fall, and a group of twelve or more people found willing to experiment with them during the year. The results obtained are very promising, but as was stated by Miss Binzell, at the Tuesday evening meetings, no series of tests could be recommended for general use that was not based upon experiments with a much larger number of children. Adequate tests cannot be made without expert service, and this calls for funds that neither the Bureau of Education nor the International Kindergarten Union has at present. The committee therefore accepted the sub-committee's report as a valuable beginning; has asked the sub-committee to continue its efforts and is considering possible ways of financing further work in the same direction. Until further experimenting has been done nothing can be published on the subject.

One of the tasks that Commissioner Claxton has wished the committee to undertake from the beginning is the organization of a reading course or courses for kindergartners. The pres-

sure of projects already in hand, and the lack of time at committee meetings for an adequate discussion of the principles that should govern such a course have prevented work upon this until the current year. Dr. Claxton feels that one of the weaknesses in present day life is the lack of the habit of thoughtful reading of the best things. It is to correct this weakness that he has organized many reading courses,—some for parents, some for boys or for girls of given ages, and several of general interest in different lines. Most of them are organized to cover a year's work, the rate of reading being about a book a month. The reader is furnished with a list of books from which a choice may be made. When each of the books selected has been read he is expected to write a review of it and to send this to the person in charge in the Bureau. A certificate is given to those who complete a given course.

It is because Dr. Claxton believes the literature of the kindergarten to have special value that he wishes a course organized containing some of the best books on the subject. In consequence the sub-committee appointed has selected a given number which the general committee has approved. The scope and plan of these general courses, the list of books in the different ones, and the general plan of procedure is printed in the form of a leaflet or circular, which may be obtained by writing to the Bureau of Education at Washington. The leaflet covering the kindergarten reading course will be ready for use early in the fall.

The Bureau of Education Committee has but one motive,—the promotion of the best methods in child training, and the promotion of the kindergarten as an agency to that end. It would be glad to have the workers in the field suggest other lines of work than those it has undertaken, as means to that end. It has in hand some lines of work that have not yet been brought to completion, and is about to begin on at least two others. One of these is an effort to discover how fully the lines of activity begun in the kindergarten are being carried on in the grades. Another is an inquiry into the curriculum of women's colleges to determine the extent to which home making courses have been adopted. These colleges have done but little in that direction in the past, but present conditions tend to show the importance of such courses. In the home making courses now being given, however, the fact that there will be or should be children in the home is almost completely ignored, and young women are given no suggestions concerning the problems of child-rearing and training. If the child is considered at all it is from the standpoint of his physical case only. In most of the child welfare and Baby Saving campaigns also, the physical

side is the only side to be recognized. The fact that the child has other needs which must be met must be emphasized to those who organize home making courses and Child Welfare campaigns. The key-note of the present hour is conservation. The highest form of that conservation is the conservation of the child, but child conservation has not yet occupied the place that it should in public thought. In the effort to center attention upon the need of child conservation, emphasis should be placed upon the fact that saving the child's life is not enough,—that he has intellectual, social, and spiritual needs as well as physical ones, and that the agencies for meeting these should be included in any complete campaign of child conservation. Among these agencies the kindergarten stands high, and should receive fresh recognition as a means of saving the child to that which is highest and best in civilization. To seek for the kindergarten and the doctrines which it embodies this large recognition and application at the present time is one of the tasks to which the Bureau of Education Committee will set itself in the immediate future.

Respectfully submitted,

NINA C. VANDEWALKER,
Chairman.

REPORT OF THE WORK OF THE INTERNATIONAL
KINDERGARTEN UNION CARRIED ON IN CO-
OPERATION WITH THE UNITED STATES
BUREAU OF EDUCATION

A large proportion of the time of the I. K. U. representative in the Bureau of Education has been spent in attending to the correspondence connected with the Kindergarten Division and with preparing reports of the work of the Division for various commissions and organizations. One such report is furnished annually for inclusion in the statement of the Commissioner of Education to the Secretary of the Interior; monthly reports are prepared for the regular monthly statement to the Secretary of the Interior; and a very intensive and analytic report has been filled out for the United States Bureau of Efficiency. Another form of report work was furnished for inclusion in a book entitled, "Use Your Government," written by Miss Alissa Franc, whose purpose was to reveal the human spirit of helpfulness at work in the various Federal Departments. The author is said to have succeeded in her object.

The correspondence, which in volume amounts to almost seven hundred letters a year includes requests for information of a special character. The replies to these requests necessitates careful preparation, and much research.

The demand for propaganda leaflets continues, 12,560 copies having been mailed on request; reprints of four of the leaflets have had to be made.

A circular dealing with methods of organizing kindergarten classes in city schools was prepared by a member of the Bureau of Education Committee, and has been mailed in answer to inquiries from a number of superintendents who are desirous of establishing kindergartens as part of the school system.

Four mimeographed letters have been prepared and distributed among kindergarten teachers. They deal with the following subjects: "Progress During the Year," "Kindergartners and the War," "Survey of the Kindergartens of Richmond, Ind.," "The Kindergarten in the San Francisco Survey Report." The letter dealing with the Kindergartners and the War is of a summary of suggestions made by the Committee of Nineteen Sub-Committee on the Conserving and Protection of the Nation's Children During the War. The letter on the Richmond survey is a brief epitome of the report made by Miss Alice Temple and published as a monograph by the University of Chicago press.

The manuscript of the bulletin on Kindergarten supervision in its rewritten form is completed and in the hands of the Editorial Division.

War Emergency work in the Bureau of Education has quite properly taken precedence of everything else and most of the facilities for mimeographing and mailing have been turned over to the War Garden Division. For this reason several manuscripts for mimeograph letters and printed circulars have had to be held over until the gardens have started growing.

In January, through the kindness of Miss Orr and Miss Curtis, a gift of \$100 a month for five months has enabled the Kindergarten Division to employ two assistants; one a trained kindergarten teacher to assist in preparing manuscripts, etc., the other to do clerical work. This enlargement of the staff has been of the greatest value in several ways. The manuscripts for letters and circulars awaiting publication are: A review of current publications connected more or less with Kindergarten Education, a manuscript on Housing and Equipment of kindergartens and a tabulation of statistics concerning *certification of kindergarten teachers*.

The specialist in Elementary Education in the Bureau of Education is making a study of the causes which lead to failure and non-promotion in the first years of school. In this connection the amount of time spent by each child in the kindergarten becomes a factor in the question. Miss Fox has not yet completed the tabulation of returns, but when the study is completed she promises us some interesting facts.

In regard to statistics of kindergarten, no survey has been made since 1916. The task of gathering the figures for 1918 is now in the hands of the Statistical Division of the Bureau. The figures will probably be published as an integral part of the general statistical report.

Early in March a demonstration kindergarten was opened in Hyattsville, Md., near Washington for the purpose of extending the kindergarten movement in that state. It is under the auspices of the Bureau of Education, and has been made possible by a generous gift co-operating with the Hyattsville Kindergarten Association. The classes will be in session throughout the greater part of the summer.

Assistance of a clerical nature has been given to various sub-committees of the Bureau of Education Committee; the sub-committee on Community Welfare, the sub-committee on Tests, Measurements and Record Cards, the sub-committee on Reading Courses, the one on Curriculum and Standards and the one on Federal Legislation.

The Federal Appropriation of \$4,300 for the investigation of

Kindergarten Education is the crowning feature of the year. Kindergartners and their friends were instrumental in bringing this to pass and while the amount is small it is by no means insignificant, for it is an entering wedge which opens up new opportunities to render better service to the children of our own and other countries. Plans for reorganizing the Kindergarten Division have not yet been definitely decided, but in any event the relation between the Division and the kindergartners remains the same; the give and take of information, suggestion, inspiration and service.

Respectfully submitted,

ALMIRA M. WINCHESTER.

REPORT OF COMMITTEE OF NINETEEN

Inasmuch as the Foreign Affairs of the International Kindergarten Union during the period of the war will deal almost entirely with work done for the children in the War Zone, and that phase of work has been relegated by the Executive Board to the Committee of Nineteen, there will be no report, as such, from the Committee on Foreign Affairs but, in place, a brief report of the War Activities of the Committee of Nineteen.

When the Committee met in Boston on May 9, 1917, the question of conserving and protecting the Nation's Children, following a stirring appeal by Miss Fanniebelle Curtis at a luncheon, was referred to it by the President, at that time, Miss Catherine Watkins of Washington. A quorum was present and the chairman was authorized to appoint a Sub-Committee in order to facilitate discussion and action.

The Sub-Committee, consisting of Miss Fanniebelle Curtis, Miss Lucy Wheelock, Miss Elizabeth Harrison, Miss Mary McCulloch and the Chairman ex-officio, met on Thursday, May 10, and outlined a policy which was presented to the Executive Board and by it embodied in a circular letter which was sent to all Branches and members and is included in the supplementary report of the Committee of Nineteen published in the Twenty-fourth Annual Report of the Union.

The Committee decided that a somewhat more detailed statement of the objects to be attained might be helpful, and placed the matter in charge of Miss Curtis, Miss Wheelock and Miss Harrison with power to add such assistance as they might need and asked that each prepare a suggestive outline of work to be sent to the Branches in the Fall under the respective heads of Legislation, Education and Social Co-operation.

In September a letter was received from Miss Curtis stating that she had been appointed on a Commission for the Conservation of the Children of America during the war (with Headquarters in New York City) to visit France and England for the purpose of gaining all information possible to the end that full preparation might be made in our country to counteract the influence of war upon children and to offer, if may be, educational assistance to France.

In October a second letter came from Miss Curtis, this time dated from France, stating that the Commission was then starting on its work of investigating the colonies of refugee chil-

dren and the members were beginning to realize more fully the suffering of those helpless, homeless little ones.

The outline on Legislation was omitted but two outlines, one on Education by Miss Wheelock, and one on Social Co-operation by Miss Harrison, appeared in a circular letter sent to the Branches a little later in the Fall, a copy of which is appended to this report.

It was suggested at the meeting in Boston that when the period of reconstruction arrived Kindergartners would be able to lend valuable aid, and this second circular letter urged Kindergartners willing to give service in France or Belgium to send their names to Miss Wheelock.

A knowledge of French, broad educational experience, ability to serve without other remuneration than living expenses, and possibly transportation, were considered desirable.

Miss Curtis came into the port of New York on New Year's Day, 1918, thrilled with the experience of her past few months, overflowing with a knowledge of the needs of children who had been and were in the army zone, and ready and eager to lend her services in stirring the Kindergartners of the country to a sense of their wonderful opportunity for War Service, and others to the responsibility of assisting in every way this work for the little children, the hope for the future, not only of our own country, but of all the countries of the world.

She stated that after Miss Mary Moore Orr and herself, both of whom had been appointed on the Commission, had spent several months studying carefully the effects of the war, they were asked by the Chief of the Children's Bureau of the American Red Cross in Paris to represent the American Red Cross, visiting the children in gassed regions, in bombarded areas, in places within range of the enemies' guns, also to go to the port of entry for refugees in France to consider the children who had been prisoners back of the German lines with the civilian population, and who were being returned to France.

As a result of that experience, Miss Curtis was asked to come back to France with a Kindergarten Unit and supplies, stationing the members of the Unit in places visited and known.

The pioneer member of the Unit was selected almost immediately, the need seemed so great, and was financed by Miss Mary Moore Orr of Brooklyn Heights, New York City.

In planning for the administration of this Unit, in consultation with the President of the International Kindergarten Unit, Miss Wood, the following basis was decided upon:

A Kindergarten Unit for France
under the auspices of
The Citizen's Committee for the Conservation
of the Children of America during the war
in affiliation with
The International Kindergarten Union
and
The Children's Bureau of the American
Red Cross in Paris.

Miss Fanniebelle Curtis to be Director of the Unit, and Miss Mary Moore Orr, Associated Director; checks and money orders to be made payable to Miss May Murray, Treasurer of the International Kindergarten Union, Springfield, Mass., or to Miss Marjory Halstead, Secretary-Treasurer for the Kindergarten Unit Fund, Brooklyn, New York, Mr. H. H. Mitchell of Brooklyn, New York, acting as Financial Advisor and Auditor.

The pledge contains the signature and approval of Miss Stella Wood, President of the International Kindergarten Union, and the names of the sub-Committee of the Committee of Nineteen appear on the statement in the capacity of Advisory Committee, to be used in an executive capacity when desired or needed. Copies of the preliminary statement and the latest circular letter, statement and pledge blank are appended to this report.

Miss Wheelock and Miss Harrison will give later more detailed reports of the work of the Committees on Education and Social Co-operation, and Miss Curtis will give an address on "The Kindergarten Unit in France" at the Blackstone Theater on Friday, the day of the Silver Anniversary Celebration.

The members of the Committee of Nineteen hold themselves in readiness to respond to any call, and to co-operate in every way, not only with the Kindergarten Unit in France, but in any other lines of war work that may be referred to them by the Union or its Executive Board.

One other line of helpfulness may be suggested. At the time of the Pan-American Conference in Washington, two years ago, one of the Commissioners present seemed desirous of securing Kindergarten training advantages for native Porto Rican girls and asked if scholarships in Training Schools could be secured.

The following offered scholarships, but could not offer board and no response came later:

The Wheelock Kindergarten Training School..	Boston, Mass.
	Tuition and Board
The Lesley Kindergarten Training School.....	Cambridge, Mass.
The Chicago Kindergarten Institute.....	Chicago, Ill.

The Cleveland Kindergarten Training School..	Cleveland, Ohio
The Cincinnati Kindergarten Training School..	Cincinnati, Ohio
	Tuition and Board
The National Kindergarten College.....	Chicago, Ill.
	Tuition and Board
Kindergarten Training School.....	South Bend, Ind.
Mrs. Niel's Kindergarten Training School.....	Boston, Mass.

It is possible that some such offer might be made at the present time to young French women who might care to avail themselves of the advantages this country offers in the way of Kindergarten training for those wishing to work among young children as others have availed themselves of University, Household Arts, Hospital and other training branches, and under the present circumstances homes might also be offered by those wishing to give helpful war service. Members of the Unit might possibly find opportunities of extending this and similar offers to young women with whom they may come in contact.

One other matter of business might be stated in this report, though not in any way pertaining to War Activities.

It was decided by the Committee of Nineteen that as the published book "The Kindergarten" contained only a brief Third Report owing to Miss Harrison's departure from the country at the time the material went to press and the impossibility of getting into communication with her, a new edition of the book might be published with more space devoted to the Third Report to be prepared by Miss Harrison and her Committee.

Miss Wheelock was instructed to interview the Houghton, Mifflin Publishing Co., with the result that it was stated a revised edition would be impossible, but that a new book prepared by Miss Harrison and her collaborators representing the third point of view to be called possibly "Kindergarten Plans" or some similar name, would be acceptable. This could be sponsored by the Committee of Nineteen or the Executive Board as might be desired.

On account of the press of other duties, the matter has been dropped, for the present at least. This concludes the report of the Committee of Nineteen with regard to both phases of its work.

Respectfully submitted,
ANNIE LAWS,
Chairman.

REPORT OF SUB-COMMITTEE ON EDUCATION OF COMMITTEE OF NINETEEN

The Chairman of this sub-committee sent a message to Kindergartners in the autumn of 1917, urging them to conserve the interests of childhood in these critical times, and to see that there should be no curtailment of educational opportunity.

During the coal shortage in the winter, schools were closed in various sections of the country. Protests were registered by Kindergartners and other friends of children against the closing of schools until saloons, clubs and places of amusement were compelled to suspend their activities, and all other means of coal conservation were exhausted.

During the coming season, it may be necessary to present again the menace to the welfare of boys and girls, when schools are closed, and the streets furnish the only place for education and play.

The function of the Kindergarten has been broadened this year to include the instruction of mothers in the preparation and conservation of food and clothing.

In many cases the Kindergarten has given a demonstration in the mother's own kitchen. The plans for the future of this Committee include the collection of photographs illustrative of all the special war activities of the Kindergarten, as well as of interesting features of modern practice. A request is now made to all members of the I. K. U. to send to the chairman of this Committee two copies of photographs of any suggestive work with an explanatory paragraph. One set of such pictures will be sent to the women's committee of the Council of National Defence to show our part in present welfare and war work. The second set may be used in the future in some form of publication which shall show what the Kindergarten is doing.

Through the kindness of Mme. Charles Bertinot several reports have been received of the educational work for the little children of France under the new French Educational System.

A training school for the teaching of this system has been established at 10 rue Mayer at Paris. Monthly conferences have been held, and successful results in the application of this system have been received after a three years' trial. Mme. Bertinot is an honorary member of the I. K. U. and she expresses warm appreciation of the value of the I. K. U. reports sent her.

At present Mme. Bertinot is in a school for young American

officers. She says the name of kindergarten always strikes a responsive chord with them. "We feel nearer than ever to America," she writes, "in the great effort which invites us!" Copies of the last circular of the French society have been received for distribution at this meeting.

Respectfully submitted,

LUCY WHELOCK.

Chairman.

SYSTEME EDUCATIF FRANCAIS, S. E. F.

Appliqué à l'âge du Jardin d'Enfants et de l'Ecole primaire

Une réunion était tenue le 27 Février dernier dépendant du I. K. U. "with the superintendants' meeting under the direction of the Committee on co-operation with the N. E. A. of which Miss Lucy Wheelock is Chairman."

Le voeu fut exprimé notamment by Dr. Finigan :

"Que les attributs du Jardin d'Enfants fussent étendus à l'Ecole Primaire."

Le S. E. F. répond à ce voeu en introduisant les matières scolaires dès l'âge du Jardin d'Enfants au moyen de procédés précieux et de chansons pédagogiques déjà présentés au Congrès tenu à Boston l'année dernière.

Depuis 3 ans le S. E. F. a donné les résultats les plus satisfaisants par l'application faite 10 rue Mayer à Paris, sur des enfants de 4 à 8 ans. La suite qui s'adresse à l'âge de l'Ecole réalisée en Province et les Cadres sont prêts pour en généraliser l'application qui eut été faite si la guerre n'était venue tout interrompre. Les plans programmes en apportant une grande netteté dans la division des matières scolaires, facilitent grandement leur acquisition par ces plans qui sautent aux yeux.

Le plaisir que donne toute activité libre, trouve son épanouissement dans le travail de recherche de ces éléments des connaissances élémentaires, pour les classer dans l'ordre tracé par les plans progressifs. L'Ecolier de 7 à 12 ans étant tout entier à ce plaisir reste lui-même épanoui à l'âge de l'Ecole, comme il l'a été à l'âge du Jardin d'Enfants tout en s'assimilant les matières scolaires.

Le S. E. F. ne demande chaque jour que deux heures de classes proprement dites. L'après-midi peut donc être employée suivant les besoins des élèves à l'étude des travaux pratiques ou artistiques, etc., facilitant ainsi le pré-apprentissage. L'enseignement des matières scolaires par des chansons peut faciliter grandement l'extention de la langue Française à l'Etranger à l'âge du Jardin d'Enfants.

M. SCLAFERT,

Secrétaire du S. E. F.,

10 rue Mayet, Paris.

KINDERGARTNERS' WAR SERVICE

The purpose of the Social Service Committee of the I. K. U. during the war was, first, to gain as definitely as possible the list of activities in behalf of childhood which were in existence. This was the purpose of the first letter. Our second letter was to ascertain as nearly as possible where service for childhood was most needed, and to suggest in which among these child-welfare-activities the Kindergarten, with her expert knowledge and large experience with children, could render the most service. The replies to these two letters revealed the fact that many of the Kindergartners were already enlisted under other organizations. Therefore the third letter was sent asking them to report on lines of war work in which they were engaged, in order that the extent to which the Kindergartners of the country were engaged in war work might be ascertained. The results have been most interesting.

Following are the states which reported war service, with the number of organizations reporting from each:

California	7	Missouri	2
Colorado	1	Nebraska	2
Connecticut	6	New Jersey	3
District of Columbia.....	1	New York	13
Florida	1	Oklahoma	1
Georgia	2	Ohio	5
Illinois	6	Pennsylvania	4
Iowa	1	Rhode Island	2
Indiana	1	South Carolina	1
Kentucky	1	Tennessee	1
Louisiana	1	Virginia	2
Maine	1	Wisconsin	4
Maryland	1		
Massachusetts	9	Canada	1
Michigan	2	New Zealand	1
Minnesota	1		

This gives a total of 84 organizations from which reports have been turned in. The New Hampshire and Utah branches have not reported.

The I. K. U. is not represented in the following 18 states:

Alabama	Mississippi	Oregon
Arizona	Montana	South Dakota
Arkansas	Nevada	Texas
Delaware	New Mexico	Vermont
Idaho	North Carolina	Washington
Kansas	North Dakota	West Virginia

CLASSIFICATION OF KINDS OF ACTIVITY

1. Work with young children.....	16
2. Work with older children.....	15
3. Work with mothers.....	9
4. Work for better community life in general..	5
5. Distinctively war work.....	36
Total	81

NUMBER OF MEMBERS IN BRANCHES DOING
CLASSIFIED WORK

1. Work with young children.....	46
2. Work with older children.....	44
3. Work with mothers.....	63
4. Work with community.....	28
5. Work for war purposes.....	160
Total	341

We have been unable to obtain the number of individuals engaging in these activities in the *unclassified* reports sent in.

There have been sent out and received approximately 500 letters, some reports having come in too late to be incorporated in this report.

We would strongly recommend more definite report concerning organized work and number of members in each branch.

REPORT OF COMMITTEE ON AMENDMENTS

(a) It is the opinion of your Committee on Amendments, after a careful study of the authority adopted by the Union, viz.—Roberts' Rules of Order—that Article IX of the Constitution should be omitted inasmuch as Suspension of Rules should apply to Rules of Order or Standing Rules, which admit of suspension, but not to Articles of the Constitution which can be amended but not suspended.

The Committee therefore recommends that Article IX of the Constitution be omitted—this change can be made according to Article VIII without previous notice by the unanimous vote of those present entitled to vote and voting.

(b) The Committee would recommend the adoption of the following Standing Rules and their insertion in the next Annual Report:

Note:—Roberts' Rules of Order, Page 255. "A rule of a permanent nature may be adopted by a majority vote at any session of a Society and will continue in force until rescinded. Such rule may be rescinded by a majority vote if notice of the proposed action was given at a previous meeting, or without any notice it can be rescinded by a two-thirds vote."

STANDING RULES

1. All bequests and life membership dues shall be set aside as an investment fund. The Executive Board shall be authorized to draw upon such fund only in case of great emergency.
2. No appropriations shall be voted from the floor which have not first been approved by the Executive Board.
3. The Executive Board may allow a reasonable compensation to the officer holding the position of Corresponding Secretary and Treasurer in view of the nature and responsibility of the work involved, and of the tax upon time and resources made necessary in order to accomplish it properly—the amount to be determined by the Executive Board.
4. Chairmen of Committees anticipating the incurring of expense shall first submit an estimate of the amount involved and obtain the approval of the Executive Board before making the proposed expenditure.

5. (a) In connection with the annual meeting the International Kindergarten Union shall pay for all notices to branches including invitations, tickets for delegates, preliminary programs authorized by the Executive Board, printing of ballots and traveling expenses of the six general officers,—President, two Vice-Presidents, Recording Secretary, Corresponding Secretary and Treasurer, and Auditor, and the expenses of the six general officers at the board meeting during the year.
 (b) The local committee shall be expected to assume all expenses of a local character, including halls for all meetings, badges and the final program as arranged by the Executive Board; also to provide entertainment for members of the Executive Board and for such special guests as are recommended by the Executive Board.
6. These Standing Rules may be amended, suspended or rescinded at any regular meeting of the International Kindergarten Union by a majority of those present entitled to vote and voting, providing a notice has been sent with the call for the meeting, or without such notice by a two-thirds vote of those present and voting.

Respectfully submitted by

CATHERINE R. WATKINS,
 FRANCES LE VOY,
 MARIE CURTIS RAINS,
 MATILDA M. REMY,
 ANNIE LAWS,

Chairman Committee on Amendments.

REPORT OF COMMITTEE ON RESOLUTIONS

Having accepted the invitation of the Mayor of Chicago, the Association of Commerce, the Superintendent of Schools, the University of Chicago, Miss Jane Addams, the Woman's City Club, the five Training Schools of Chicago, the Armour Practice School, and the Alumnae Branches of I. K. U. and the Student Women's Christian Fellowship to hold our twenty-fifth annual convention in this city, we, the members of the International Kindergarten Union, desire to give outward expression of our gratitude for this week of rich experience.

Be it therefore Resolved that to all those whose guests we are, individuals and organizations alike, we extend our warmest thanks for the cordial and enthusiastic spirit in which we have been welcomed and made to feel at home.

Resolved that we tender our sincere and hearty appreciation to the Board of Education, the Superintendent of Schools, and to principals of schools for their co-operation and interest, manifested in many ways; to the kindergartners for their hospitality in receiving throngs of visitors; to the friendly guides and helpful ushers who have everywhere shown us the way; to the Press, the Red Cross Magazine, and the Publicity Department of the Women's Council of Defence for valuable and efficient service.

Resolved that we are gratefully indebted for the delicious supper given by the kindergartners, at the Woman's City Club; to the Cordon Club for the courteous and generous admission to its privileges; to the College Club and Eleanor Club for the use of their attractive rooms for rest and refreshment; to the Training Schools for their widely-opened doors; to the University of Chicago for the friendly greeting of its chimes, the use of its beautiful buildings, and the freedom of its campus; to those who so ably served the luncheon at the Hyde Park Baptist Church and on the Chicago University grounds, and to all others whose hospitality we have enjoyed.

Resolved that we will long remember the beautiful places provided for our meetings, the privilege granted us of seeing the Art Institute and the Chicago Public Library, and the rest and inspiration which have come from trips to Chicago's many wonderful parks and playgrounds.

Resolved that with reverent appreciation we have entered Hull House; that our thanks are extended to Miss Eleanor Smith for the preparation of the Fable of Flowers, and our

sincere sympathy because of the reason of its omission from our program; that to Mrs. Peterson, a Froebel pilgrim, we express our gratitude for beautiful flowers; to Mrs. Amalie Hofer Gerome great appreciation for her devotion and zeal in behalf of the Silver Anniversary celebration.

Resolved that we offer our thanks in fullest measure to the Local Committee and its able Chairman for all plans so wonderfully made and executed for our comfort and happiness; for the interesting exhibit that has been arranged; for the beautiful music, both vocal and instrumental, which has added such pleasure and charm to our meetings—from the children's contribution to the inspiring playing of the Naval Training Station Band accorded us through the courtesy of Major Moffett; for the gift to the Union of the state shields and marshall's outfits.

Resolved that anniversaries lead to a deeper consecration and lay upon us greater responsibilities, and that our twenty-fifth anniversary coming at so momentous a period in the world's history, is a clarion call to us to lift our torch high and to bear it on, steadily burning.

Resolved that in reviewing the history of our International Kindergarten Union we are standing on a large circle looking *in*, that we may see the central impulse from which these ever-widening circles have sprung; and that then, facing *out*, still side by side, but with a keener consciousness of our precious ancestry and heritage, we look to the next wider circle with increasing faith and hope and love in our chosen work for the children, ever generously giving to others that which we have received and ever pressing forward under that great banner of unity, our flag, with the inspiring motto, "In God is our trust."

ORietta S. CHITTENDEN,
CORA L. ENGLISH,
JOANNA A. HANNAN,
ELIZABETH MASCORD,
LUCY KUMMER,

Chairman.

Proceedings of the Twenty-Fifth Annual Convention of the International Kindergarten Union.

The International Kindergarten Union, the third largest educational body in the world, celebrated its Silver Anniversary in Chicago. Once before, in 1904, Chicago entertained this body of educators. Not more than fifty members were present at the first meeting. There are now 18,000 members.

There are now nineteen committees working in the interests of hygiene, child study, art, science, home and school philanthropy, and social service. The latest committee is the one added at the Boston meeting to represent the organization in war work. It is in active co-operation with the government and the American Red Cross abroad in promoting the conservation of child life in America and Europe.

Miss Stella L. Wood of Minneapolis is president of the organization; Miss Mary C. Shute of Boston, vice-president; Miss Anna E. Harvey, Brooklyn, second vice-president; Miss Bessie M. Park, Des Moines, Iowa, recording secretary; Miss May Murray, Springfield, Mass., corresponding secretary and treasurer, and Miss Lucy E. Gage, Kalamazoo, Mich., auditor.

MONDAY, JUNE 24

- 8:15 A. M.—Visits to kindergartens, in charge of Miss Helen G. Dwyer. Assembled at Elizabethan Room, Congress Hotel.
- 10:00 A. M.—Bureau of Education Committee.
- 2:00 P. M.—Bureau of Education Committee.
- 8:00 P. M.—Executive Board meeting.
- 8:00 P. M.—Committee of Nineteen meeting.

TUESDAY MORNING, JUNE 25

- 8:15 A. M.—Visits to kindergartens, in charge of Miss Helen G. Dwyer. Assembled at Congress Hotel.
- 10:00 A. M.—Executive Board meeting.
- 10:00 A. M.—Committee of Nineteen meeting.

TUESDAY AFTERNOON, JUNE 25

- 3:30 P. M.—Opening session, Blackstone Theatre.
Star Spangled Banner.

Addresses of Welcome:—

Mrs. Mary Boomer Page, Chairman of Local Committee.

Invocation, Rt. Rev. Samuel Fallows, D. D., L. L. D.

Songs:—

- | | |
|------------------------------|--------------------|
| a. Flocks are Sporting..... | <i>Old English</i> |
| b. Ouore tes yeux bleux..... | <i>Massinet</i> |
| c. Sing to Me, Sing..... | <i>Homer</i> |

Mrs. Helen Buckley Lee

Mr. John D. Shoop, Superintendent of Schools, Chicago, Ill.

Piano:—

- | | |
|-------------------------|--------------------|
| Prelude in G Minor..... | <i>Rachmaninow</i> |
| Valse | <i>Wieniaowski</i> |

Mr. Le Roy Shields

Professor Charles Hubbard Judd, Director of School of Education, University of Chicago.

Songs:—

- | | |
|------------------------|---|
| a. Lady-Bug | } Chinese Mother Goose Rhymes
Music Based Upon Chinese Themes
Translated from the Chinese
By Bainbridge Crist. |
| b. The Mouse | |
| c. The Old Woman | |
| d. Pat a Cake..... | |

Mrs. Lee

Mrs. Ira Couch Wood of National and State Council of Defense.

Response by the President of the International Kindergarten Union, Miss Stella Louise Wood, Minneapolis.

Violin:—

- | | |
|------------------------------|-----------------------|
| a. Apricieuse | <i>Elgar</i> |
| b. Summer Idyl | <i>Cecil Burleigh</i> |
| c. Scherzo-Tarrantelle | <i>Wiener</i> |

Miss Amy Emerson Neill

Address:—

“The Child and a War-Modified World,” Mrs. Mary C. C. Bradford, Denver, Colo., President of the National Educational Association.

America

The address of the afternoon, given by Mrs. Mary C. C. Bradford, gave an inspiration for the whole meeting. The following notes give a general idea of the address:

She said she liked to think of herself as official mother of the 2,500,000 school children in the United States,—that such a relation ought to satisfy even T. R. “As in my responsible position, I, with many others, have been led to the mount of vision by the red hand of war, there on the heights I

have looked into the promised land, only to be won through sacrifice. To make the world safe for democracy means to make the world safe for brotherhood. The soul of the world will be saved through the loss of individual selfishness. The kindergarten spirit has transformed education on this very point, and hence possesses the solution to the salvation of the world. The answer today to the call of the colors is the answer to the call of the God of Nations. The war will not mean new peace if the call does not come to all. The call to the colors, to the individual as to the nation, is 'Who goes there?' and the answer, 'Thy servant, Lord, goes here.' The answer that the boys have made is only half the answer. Your work as teachers is absolutely war work. I didn't hear of many kindergartners leaving their profession to do other war work, but in fifteen states I have been talking to teachers, telling them that they are doing the best war work, and that they ought to cling to their profession even at a financial loss. You should do it,—it is your call to the colors. We teachers stand as a second line of defense,—soldiers of true thinking, right living, brotherly feeling. We are the commissioned officers of the children,—that vast army to be. I know you kindergartners will 'stay by the stuff.' You I salute as the modifiers of the future world as you mold soul-stuff in the likeness of the Divine. The child gets the vision of home, school, and community today as one,—his larger home. War has linked education to life, and school interprets life in terms of beauty, freedom, efficiency, truth, service. Education and life is one vast process,—the education of the community, of the church, the press, business, are all parts of the educational process. After the war we shall have a changed world. There is to be a great League of Nations, so that never again shall that unrighteous league such as we see in Prussian autocracy claim a place in the sun. Every child shall have a right to a joyful childhood, to life, and to reverence. The children of America are heart and soul in winning the war, as they show by their interest in the Red Cross, and the Thrift Stamp drive. The little child in the war-modified world is learning to say 'no' to self in order to save his money to help win the war. If the grown-ups had done as well as the children, the necessary sum would have been raised long ago. Here again we need to set a little child in the midst. Every time we buy anything we don't need, we are working against the spirit of America, because the time, the money, and the efforts spent upon its production are needed by our government. Any garments thus bought are blood-stained. We mustn't compete with America. We are traitors if we do. The Red Cross has auxiliaries in almost every school. Our children are becoming citizens of mercy, dedicated to the service of rebuilding homes and schools in lands where they have

become blessed memories. The child is a soldier of the cross in a new way. The civilization in which we have been living has failed. Someone has said that electric lights make us forget that the stars shine. So the failure of the civilization of the past is due to its selfishness. Education must mean equal rights for all children in education. No free nation can live without education,—witness Russia. The modified education will mean trained bodies and trained minds,—instant, obedient servants. So higher civilization,—human brotherhood, will come to pass. As the individual body is the temple of the Most High, so civilization shall be the temple of the God of Nations. As you dedicate yourself to make it flesh and blood, so will it come quickly and gloriously.”

6:00 P. M.—Informal supper to officers and visiting delegates, Chicago Women's Club, Fine Arts Building.

TUESDAY EVENING, JUNE 25

8:00 P. M.—Congress Hotel, Florentine Room, Mezzanine floor.

Conference of Training Teachers and Supervisors. Miss Caroline D. Aborn, Chairman.

Conference of Directors and Assistants. Miss Lucy Gage, Chairman. Gold Room.

Topics for Both Conferences:—

“Experiments in Measuring the Progress of Kindergarten Children.”

- a. “The General Character and Work of Measurements in the Grades and the Need of These in the Kindergarten Field.”

Miss Binzel

- b. “The Application of Scientific Method in Kindergarten Education.”

Miss Park

Discussion opened by Miss Clara Wilson.

Miss Alma Binzel, Minneapolis, and Miss Bessie M. Park, Des Moines, presented the same papers to both conferences, after which there was full and free discussion. Both papers appear later in the report.

WEDNESDAY MORNING, JUNE 26

Delegates' Day

9:30 A. M.—Congress Hotel, Gold Room.

Trio—Piano, Miss Gretchen Haynes; Violin, Mrs. Maud Kimball Payne; 'Cello, Miss Helen Kimball.

Miss Mary C. Shute, First Vice-President, and Miss Anna E. Harvey, Second Vice-President, took charge of the delegates'

procession. The different states were represented by gay banners and pennants of every description, and the line of marching delegates circled the Gold Room and the corridor several times. There was much enthusiasm as the delegates stood by states to be counted. Michigan with 44 and Wisconsin with 57 led the list, Illinois, as hostess state, not being counted in the race for the honorary banner given to the state having the largest number of delegates. In the final count the banner was awarded to Wisconsin and Michigan—each state to have the banner one-half year.

ROLL CALL OF BRANCH SOCIETIES

The following Branches contributed reports:

Kindergarten Club, Jacksonville, Florida.

Worcester, Massachusetts.

Froebel League, New York.

Minneapolis Froebel Club.

Springfield Kindergarten Club.

Richmond Kindergarten League.

Teachers' College of Indianapolis.

Des Moines Froebel Association.

Detroit, Michigan.

Highland Park Kindergarten Club, Michigan.

Kalamazoo Kindergarten Club.

Oberlin Kindergarten Training School.

Dayton Kindergarten Club, Ohio.

Kindergarten Mothers' Club, Quincy, Illinois.

Oklahoma City—I. K. U. Club.

Cincinnati Kindergarten Association.

Elizabeth Gamble Deaconess Home Kindergarten Association.

Scranton, Pennsylvania, Froebel Club.

Scranton Froebel Club.

Newark Kindergarten Union.

Bay City, Michigan.

District of Columbia Kindergarten Association.

New Hampshire Kindergarten Association.

Washington Kindergarten Club, Washington, D. C.

Fannie A. Smith Kindergarten Association.

Fort Wayne Kindergarten Association.

Iowa Kindergarten Association.

Louisville Kindergarten Alumnae Club.

Kansas City Kindergarten Club.
Lincoln Kindergarten Association.
Brooklyn Free Kindergarten Association.
Buffalo Kindergarten Union.
New York Kindergarten Association.
Rochester Kindergarten Association.
Sheboygan Kindergarten Union.
Oakland Kindergarten Club.
Brooklyn Kindergarten Club.
Page Kindergarten Alumnae Association.
Cleveland Kindergarten Alumnae Association.
Grand Rapids Kindergarten Club.
Duluth-Superior Branch.
Baltimore Kindergarten Club.
Southern California Kindergarten Club.
Susan E. Blow Memorial League.
Boston Froebel Club.
Garland Alumnae Association.
Symonds Alumnae Association.
Fisher Alumnae Association.
Brookline Kindergarten Alumnae Association.
Cambridge Kindergarten Alumnae Association.
Boston Normal School Kindergarten Club.
Pittsburgh Kindergarten Association.
Pittsburgh Kindergarten Alumnae.
Pittsburgh Public School Kindergarten.
Chicago Association and Club and Suburbs.

A summary of points made in the written reports shows the types of work accomplished under the two heads,—educational work and social service.

EDUCATIONAL WORK

Books Studied:—

Froebel's Works.
 Miss Blows' Works.
 Committee of Nineteen Report.
 Miss Harrison's Books.
 Miss Falmer's Gifts.
 Murroe's & Davidson's History of Education.
 Mmè. Montessor's Books.
 Mabie's Norse Myths.

Experimental Studies—Burke.
 Educative Topics—Johnson.
 Monterson System Examined—Kilpatrick.
 Nora Atword's Theory and Practice.
 Froebel's Principles Critically Examined—Kilpatrick.

Lectures:—

Hygiene Lecture—Cardine LeFavre.
 Sam. Arthur King.
 Sand and Clay—Alice E. Fitts.
 Civics Course—Mrs. Kelly.
 Americanization—Dr. Hedger.
 Trojan Women—Dorothea Spinney.
 Story Telling—Marie Shedlock.
 Child Study—Earle Barnes.
 History of Fairy Tales—Nora A. Smith.
 Program Writing—M. Mills.
 The Gifts—Lucy Kummer, Boston.
 Organic Education—Mrs. Johnson.
 Story of Life—Dr. Valeria Parker.
 Kindergarten Problems—Miss Ely.
 Early Curriculum and the Child—Lucy Gage.
 Miss Grace Brown.
 Hand Work—Miss Dobbs.
 Dr. Kilpatrick.
 Miss Harrison.
 Dr. Trowbridge.
 Henry W. Geiger—Methods of Singing.
 Mrs. Baker Low, New York City.
 Miss Edna Hughes.
 Dr. Colin Scott—Social Education.
 Dr. W. N. Hailmann.

Educational Work:—

1. Work for coordination in Kindergarten and Primary.
2. Conferences with first grade teachers.
3. Story hours with first grade teachers.
4. Kindergartners teaching afternoons in primary grades.
5. Round tables conducted for discussion of Kindergarten problems.
6. Committees organized to formulate Kindergarten outlines of work.
7. Bureau of exchange maintained for distribution of outside materials such as boxes, wall paper, ribbon rolls, seeds, toys, etc.
8. Book Shop maintained where carefully selected books, toys, dolls and nursery accessories are for sale.

9. One Branch Society has published for the first time a Student Handbook which contains the necessary information for students attending their school.
10. One association has had a committee at work during the year on the problem of preparing a suggestive outline for a course of training which shall meet the reconstruction demands of after-war conditions.
11. One association has co-operated in furnishing speakers for meetings of the local branches of the Parent-Teachers Associations.
12. One association has maintained for the teachers a story class throughout the year.
13. Newspaper articles pertaining to the Kindergarten have been published.
14. Festivals, pageants moving pictures, sacrifice sales, exhibits, sales of flowers, food, Christmas cards, etc., have been managed to raise money for various funds, and to demonstrate Kindergarten work.
15. Closer co-operation with Federation of Mothers' Clubs, with church and neighborhood clubs, etc., has been accomplished.
16. Academic council of Teachers meets with Board of Education. The Kindergarten has representative.

SOCIAL SERVICE

War Work :—

Red Cross Work in nearly all associations.
 Junior Red Cross work in many centers.
 French war relief.
 Fifty-three French orphans adopted.
 War Saving Stamp centers maintained.

Centers for :—

1. Sewing conservation courses.
2. Cooking conservation courses.
3. Thrift kitchens.
4. Weighing and measuring babies.
5. Registering women.
6. Talks in elementary hygiene and home care of sick.
7. Child Welfare.
8. Teaching foreign mothers English.

Organization of neighborhood circles in co-operation with Americanization work.

War gardens maintained and supervised.

Rooms opened for Branch society for relief of French wounded.

Work for blinded soldiers.

Knitting of various articles for soldiers.

Surgical dressings, participation in drives for Liberty Loans, Thrift Stamps, Smileage Books, etc.

One district furnished and equipped an ambulance for Red Cross.

Contributions made to National Child Welfare, Bureau of Education, Maintenance of foreign (China) kindergarten, fresh air fund, milk and ice fund, nurses for poorer districts in Summer, settlement houses, Halifax relief, Kindergarten libraries, summer kindergarten, play grounds, scholarship loan funds.

Entertainments given to raise money for equipments, toys, not furnished by school board. Also for clothes, shoes, etc., for poor children.

Thirty Kindergartens supported.

Street meetings for mothers of foreign districts maintained.

That no fingers are too wee to enlist in the present day struggle has been proved by kindergartners during the past year.

The pillow deftly tucked behind the aching back of a wounded Sammie has probably been filled with paper snippings in some mid-western kindergarten. Even the gun wipes have been made by childish hands with but a faint understanding of the stern usage to which they are later devoted.

Through these patriotic tasks the ideals of Americanization are being firmly implanted in the facile brains which will one day help to guide the destinies of the nation still unsullied.

One of the principal topics of discussion in all the reports was war work, and raising funds for the Kindergarten Unit in France.

At the conclusion of the reports of the Branches came the following reports:

Report of the Recording Secretary, Miss Bessie M. Park.

Report of the Corresponding Secretary-Treasurer, Miss May Murray.

Report of the Auditor, Miss Lucy Gage.

Report of the Committee on Foreign Correspondence, Miss Clara Wheeler.

Report of Committee on Foreign Affairs, Miss Anne Laws.

Report on Americanization Work, Miss Frances Wetmore.

Appointment of Committees on Resolutions and Time and Place.

WEDNESDAY AFTERNOON, JUNE 26

4:00 P. M.—Municipal Pier, Grand avenue and Lake Michigan.

Selections by a detachment of the Great Lakes Naval Training Station Band.

Star-Spangled Banner

Address:—

“The War and Educational Reconstruction,” Dr. John W. Withers, Superintendent of Schools, St. Louis, Mo.

We are very sorry that we do not have the address of Dr. Withers to print in full, as it was an inspiration to all. This short extract may give some idea of the type of this address:

“What the thinking power is in the life of the individual, the educated man or woman ought to be in the community,—the problem-solving factor. We must bring our education closer to the life of democracy. The emphasis must be upon the human rather than the material elements. The nation is going to have a larger voice in the education of the future than it has had in the past. The local policy of control in education has not accomplished the desired results. There should be a Secretary of Education to have a voice in the life of the nation and on a par with the other members of the President’s cabinet. There should be an appropriation for American education from an American point of view, which should be spent in determining a standard below which no man should be allowed the rights of citizenship in the United States. There opens before us a new heaven and a new earth, and if we take possession of it each teacher in America must exert his utmost influence to develop and secure beyond question the education of the individual.”

Address:—

“Community Singing,” Prof. Peter W. Dykema, School of Music, University of Wisconsin, Madison.

Address printed in full in this report.

At the close of his address, Professor Dykema led the audience in singing National and other songs.

America

WEDNESDAY EVENING, JUNE 26

8:30 P. M.—The Local Committee kept open house at the Art Institute for visiting delegates and friends.

THURSDAY MORNING, JUNE 27

University Day

10:00 A. M.—Mandel Hall, University of Chicago.

10:10 A. M.—Chimes.

“Fair and free discussion is the firmest friend of truth.”

Topic:—

“The Relation of Initiative and Organization in Education.”

The various aspects of the subject were presented by:—
Miss Caroline D. Aborn, Boston.

Miss Grace Mix, Farmville, Virginia.

Miss Catherine Watkins, Washington, D. C.

Miss Luella Palmer, New York (paper read by Miss Alice Temple).

Miss Agnes Burke, New York.

Miss Mary Ely, Chicago, in the absence of Miss Patty Hill, spoke most interestingly from notes prepared that morning on experiences in her school that dealt with the subject.

All these papers except Miss Burke's and Miss Ely's are printed in this report.

A lively discussion was participated in by twenty or more kindergartners. Each one adding some point of interest or putting some question to the leaders of the topic.

Invitations were presented by representatives from Topeka, Kansas, Philadelphia, Grand Rapids, Michigan, and Baltimore.

THURSDAY AFTERNOON, JUNE 27

3:00 P. M.—Mandel Hall, University of Chicago.

Organ Recital, Mr. Herbert E. Hyde.

Choral Song and Fugue.....*Wesley*

Minuet a l'Antico.....*Seeboeck*

Caprice Heroique.....*Bonnet*

Star-Spangled Banner

Rhythms for the Kindergarten.....*Hyde*

Procession	Highstepping Horses
See-Saw	Running Horses
Indians	Galloping Horses
Bells	Lullaby
The Big Clock	Church
The Little Clock	Skip

Illustrated by children from the Kindergarten under the direction of Miss Grace Heywood. The composer at the piano.

Kindersymphony: Miss Elma Weed.

Address:—

“The Kindergarten and the Immigrant,” Miss Jane Addams, Hull House, Chicago.

Miss Addams presented a very interesting view of the kindergarten, as seen by her in her work in Chicago. She said Hull House was the second place in Chicago to have a kindergarten. She stressed the fact that the immigrant needed badly an easy method of expression with the neighborhood; that he must begin early, at 4, 5, and 6, to acquire the technique of fellowship.

“The kindergarten is invaluable,” she said. “It brings to education elements that are necessary—the power to make connections naturally and joyously. Foreigners of today miss most the ability to express their deepest feelings. Had this power

been developed at the kindergarten age there would not be the hordes of misunderstood foreigners of today."

Address:—

"What the Kindergarten Can Do for Democracy," Dr. Henry Neumann, Ethical Culture Society, Brooklyn.

Address printed in full.

FRIDAY MORNING, JUNE 28

8:30-11 A. M.—Congress Hotel, Elizabethan Room.

Polls open for election of officers.

9:30 A. M.—Congress Hotel, Gold Room.

Business meeting.

Brief Reports of Chairmen of Standing Committees:—

Miss Annie Laws, Committee of Nineteen.

Miss Wheelock, Committee of Nineteen.

Miss Harrison, report on Social Service.

Miss Grace E. Mix, Propaganda.

Miss Nina C. Vandewalker, Bureau of Education.

Miss Catherine Watkins reviewed work done by Sub-Committee on Legislation.

Report of Committee on Necrology, Miss Fannie A. Smith, Chairman. Read by Miss Abbott.

Miss Harrison gave a brief tribute to Mrs. Ware. She said, "Nothing was too great in sacrifice for her; nothing so great as right attitude toward her work. She was a great worker in the church. We have lost a great friend through the death of Mrs. Ware, but have gained the good of her spirit. Her spirit cannot die!"

Miss Julia Pepper, Child Study.

Miss Grace Hemingway, Literature.

Miss Maude Thayer, Music.

Report of Bureau of Education, Miss Winchester.

Miss Watkins moved that a message of appreciation be sent Miss Curtis and Miss Orr for the maintaining of secretary in the Bureau of Education.

Discussion of the financial standing of Kindergarten Department in Bureau of Education.

Miss Laws moved that the matter of financing a secretary be referred to the incoming board with recommendation that the I. K. U. meet this expense in some way. Motion carried.

The work of Dr. E. L. Hailmann, who started kindergartens in Louisville, Milwaukee and Detroit, as well as aiding and abetting the kindergarten cause all over the United States for a long period of years, was recognized by the kindergartners.

Miss Greenwood spoke of his work in California.

Miss Vandewalker spoke of his service to the kindergarten

cause. That he received his inspiration in Switzerland. She reviewed some of his work.

He was in Louisville, Ky., in 1867--was there four or five years. Interested the N. E. A. in kindergartens in 1874 at meeting in Milwaukee. In 1881 he was connected with Public School Kindergartens in Milwaukee.

A voluntary contribution of one hundred dollars was raised as a substantial token of his very valuable help. Dr. Hailmann, with Mr. James L. Hughes and Dr. Wm. T. Harris, rank as the three men who contributed the most to kindergarten education in its beginnings in this country. Dr. Hailmann is 83 years of age, and is head of the Broad Oaks Training School in Pasadena, California, where he lives.

Resolution presented by Miss Binzel to be sent to N. E. A., Committee on Reconstruction of Education, and National Home Economics Association:

The International Kindergarten Union, celebrating its twenty-fifth anniversary, sends greetings to the National Education Association, the Committee on Educational Reconstruction and the National Home Economics Association. The 907 members in attendance, representing a total membership of 18,000 teachers interested in education in general and the education of young children in particular, urge your interest in national education laws fixing the permissive age of entrance at four years and the compulsory age of entrance at five years for every child in every state in the Union. These teachers deplore the present variations in state compulsory education laws which make the accident of birth and residence in one state rather than another the factors that determine when a child may and must go to school. Economy and effectiveness lie in utilizing for education the early as well as the later years of every child's life in the efforts to secure Americanization and democracy, which are two of the national goals at present.

Resolution adopted.

Miss Lucy Wheelock, Co-Operation with National Education Association.

Report of Froebel Monument Committee, Miss McCulloch.

Miss Elizabeth Harrison, National Congress of Mothers.

Dr. A. S. Hardy, Child Welfare for the Nation, Council of National Defense.

Miss Annie Laws, Committee on Amendments.

Motion, that Article 9 be omitted. Seconded by Miss Wheelock. Motion carried.

The following rules were submitted by Miss Laws:

Standing Rules

1. All bequests and life membership dues shall be set aside

as an investment fund. The Executive Board shall be authorized to draw upon such fund only in case of great emergency.

2. No appropriations shall be voted from the floor which have not first been approved by the Executive Board.
3. The Executive Board may allow a reasonable compensation to the officer holding the position of Corresponding Secretary and Treasurer in view of the nature and responsibility of the work involved, and of the tax upon time and resources made necessary in order to accomplish it properly—the amount to be determined by the Executive Board.
4. Chairmen of Committees anticipating the incurring of expense shall first submit an estimate of the amount involved and obtain the approval of the Executive Board before making the proposed expenditure.
5. (a) In connection with the annual meeting the International Kindergarten Union shall pay for all notices to branches including invitations tickets for delegates, preliminary programs authorized by the Executive Board, printing of ballots and traveling expenses of the six general officers—President, two Vice-Presidents, Recording Secretary, Corresponding Secretary and Treasurer, and Auditor; and the expense of the six general officers at the Board meeting during the year.
(b) The local committee shall be expected to assume all expenses of a local character, including halls for all meetings, badges and the final program as arranged by the Executive Board; also to provide entertainment for members of the Executive Board and for such special guests as are recommended by the Executive Board.
6. These Standing Rules may be amended, suspended or rescinded at any regular meeting of the International Kindergarten Union by a majority of those present entitled to vote and voting, providing a notice has been sent with the call for the meeting, or without such notice by a two-thirds vote of those present and voting.

Motion by Miss Binzel that the last clause of rule 5 (a) be amended to read as follows: "and all expenses of six general officers to one board meeting." Motion carried.

Motion by Miss McCulloch that standing rules be accepted. Motion carried.

Report of Committee on Resolutions.

Award of the I. K. U. Banner.

Reports of Committee on Time and Place.

The meeting in 1920 to be held in Baltimore.

Report of Committee on Credentials and Elections.

Meeting adjourned.

FRIDAY AFTERNOON, JUNE 28

Silver Anniversary Celebration

Arranged by I. K. U. Committee, Mrs. Amalie Hofer Jerome,
Chairman.

3:30 P. M.--Blackstone Theatre.

International Kindergarten Union Charter Members, Post
Officers and Kindergarten Pioneers the Guest of Honor.

Children's Chorus, Civic Music Association of Chicago.

Grace Medary Norbeck, Director.

William Lester at the Piano.

Folk Songs—Program:

Sweet Nightingale	England
My Sunshine	Italy
Lullaby	Algeria
The Rainbow Dress	Bohemia
Lullaby	Basque
Rosa	Holland

Address:—

“The Kindergarten Unit in France,” Miss Fanniebelle
Curtis, Director of Kindergartens, New York City, and
Director of Unit in France.

Miss Fanniebelle Curtis, Director of Kindergartens in New
York and director of the unit, spoke on the Kindergarten Unit
in France.

“I want you in America to think of this unit as the crusade
of the International Kindergarten Unit in France,” said Miss
Curtis. “A country that has never suffered invasion can never
know the terrors of this war, and the children have felt them
the most. Provision is to be made for their education later.”

Miss Curtis recently returned from France, where she has been
inspecting the war regions and the conditions of the children of
France and Belgium who have suffered from the war. She
has come home aware of the great need of the refugee chil-
dren for wholesome occupation and happy surroundings in order
that they may forget the terrible fear which they have experi-
enced during the German invasions.

Miss Curtis stated the needs of the 600,000 French children
who have suffered the ravages of war, and of the return to the
joy and interest in life which the kindergarten hopes to give
them by sending out kindergartners with equipment.

Children's Chorus:—

Song for Spring	England
Little Cottage Lowly	Poland
The Little Red Lark	Ireland
The Treasure	Bohemia
The Swiss Mountaineer	Switzerland

Procession:—

"Heirs to All the Ages"—Helena Proudfoot, Piano;

Sarah E. Paine, Flute; Josephine Reilly, Harp.

Silver Offering for the Kindergarten Unit in France.

The festival proper was participated in by little children, young girls in training, matrons, and the pioneers, some of whom gave personal greetings. The silver offering collected by the little children through the audience for the benefit of the Kindergarten Unit in France, amounted to \$1,536.08.

Note:—The address of the Chairman of the Silver Anniversary Committee is printed in full.

Greetings from Guests of Honor:—

"The Founding," Sarah A. Stewart, Avon-by-the-Sea, New York.

"The National Educational Association and the Kindergarten," Dr. William N. Hailmann, Pasadena, Cal.

"Our First Treasury," Miss Eva B. Whitmore, Chicago.

"Our First Training Schools," Mrs. Marie Kraus-Boelte, New York City.

"Growth of Kindergarten Music," Miss Marie Ruef Hofer, Pestalozzi Froebel Training School, Chicago.

"The Charter Members," Mrs. Ada Marean Hughes, Toronto, Ontario.

A brief tribute was given by Mrs. Alice O'Grady Moulton to Mrs. Putnam in recognition of her pioneer work in connection with the public schools of Chicago.

FRIDAY EVENING, JUNE 28

Symposium Supper

6:30 P. M.—Auditorium Hotel, Dining Room.

Alumnae Reunions.

Brief Speeches, Toasts, Songs and Stories:—

Miss Stella L. Wood, of Minneapolis, President of International Kindergarten Union.

Mr. James R. Angell, University of Chicago.

Miss Lucy Wheelock, Boston, Mass.

Mr. George W. Eggers, Director of Art Institute, Chicago.

Miss Fannie Belle Curtis, Department of Education, New York City.

Mr. William B. Owen, Chicago Normal School.

Miss Caroline D. Aborn, Boston, Mass.

Miss Wood presented Miss Caroline D. Aborn, incoming president, who said just the right thing, in her gracious way, as a word of parting.

Every attendant at the convention would say with the Committee on Resolutions, "Anniversaries such as this twenty-fifth one lead to a deeper consecration and lay upon us greater responsibilities. This particular anniversary, coming at so momentous a period of the world's history, is a clarion call to lift our torch high, ever pressing onward under that great banner of unity,—our flag, with the inspiring motto, 'In God we trust'."

PAPERS SUBMITTED.

THE RELATION OF INITIATIVE AND ORGANIZATION TO EDUCATION

BY MISS CAROLINE D. ABORN.

We will all agree, I think, that "education should give increasing self-mastery, intelligent free response to the order of the universe, and an ever greater power to recover from the mistakes of our yesterdays."*

Our common effort also is to find the most effective points of contact between the child's spontaneous activities, and the aims which we hope and expect these activities to accomplish.

How then shall we begin in the kindergarten to work towards the goal we have set for education?

Is it sufficient to secure the child's originality and independent force as factors, or is some guidance in the form of organization also a necessary factor? Both are important—initiative and organization are the two balancing principles necessary to any plan of education. Over-emphasize initiative and the result is excessive individualism, a lack of adjustment to other individuals and an assertion that "the immediate interests of little children are a sufficient index of what is contributory to their development." Over-emphasize organization and the result is dead routine—an effort to form all children after one pattern.

I suspect I was invited to give an expression of opinion on this topic because Boston has the reputation of being one of the most conservative of cities, and I have no doubt the mental picture many of you have, when a conservative kindergarten is mentioned, is of little children, stepping with clock-like tread, sitting with straight backs and following with precision the directions of the kindergartner until each child has before him on the table an exact reproduction of what the kindergartner has made with her material.

No one denies that the so-called traditional kindergarten had formality—an over-organization which hindered the development of the children, but one should also frankly admit that this fault has been largely outgrown, and that the children in conservative kindergartens are now not only allowed, but encouraged to use the play material spontaneously and freely. Come with

*Edward Howard Griggs in "Moral Education."

me to a typical conservative kindergarten and see the "traditional circle," a bright, happy quarter of an hour or so, the children telling of their experiences since last they met, displaying their dearest possessions varying from a new petticoat to a tin whistle—singing, saluting the flag and starting the day with a glad and generous spirit of "togetherness." Then let us watch the children getting their play material from the cupboard. I saw such a group of children a few days ago getting ready for play with the sixth gift. As the kindergartner chatted with me, five or six children went to the dressing room and brought back a long roll which proved to be a large rug, which they spread upon the floor with delightful efficiency. Then the whole group of twenty-five *ran* for their large boxes and played on the floor. There was plenty of opportunity for free expression, for each built as he liked; there was opportunity for spontaneous grouping for we soon saw small groups working together building bridges, factories, submarines and the like, and even the young leader and organizer made his appearance, showing all the traits of a real "boss."

A few weeks ago the circus came to our city, and as usual, wherever it was possible, the children were taken out to see the parade. In one of the suburban kindergartens where the distance was too great for this, the kindergartner suggested a parade of their own. The idea was seized upon and worked out by the children to the last detail. Chairs and tables were used for cages and vans, the children were of course the animals, and the two kindergartners were the crowd who cheered from the sidewalk. So real did this experience seem to one child that he announced at home that he had been to the parade and named the various animals he had seen.

Such experiences are valuable in the individual freedom and opportunity for initiative which they offer, but I believe that a certain balance between freedom and self-control must be established through guidance, for it is necessary for those children who are natural leaders to learn how to live and work and play in proper subordination to others in their community.

The first step should always be one of opportunity for the children to experiment freely—but there must be other steps. The kindergartner should observe what her children are doing, and through suggestion and guidance open paths of approach from their spontaneous deeds to the great human values. Initiative calls for some expert reaction which will help the children to *do better* what they are blindly trying to do. Here is the province of the sympathetic adult, who knows what the next progressive step in the child's experience should be, and who is ready to suggest simply problems for the group which will incite effort and produce a social and friendly atmosphere, wherein each child profits by the ideas of his fellows.

While original games like the "circus parade" are by all means educative, the organized or traditional games and dances, without being detrimental to spontaneity, are an effective and natural means of influencing the growth of character and the trend of thought. It seems to me most important that the kindergarten should use the instinctive methods of teaching that are common to home and school—telling, sometimes showing, explaining here and there, *directing* the child's attention to facts and truths which are of worth. I believe these methods have a place in education side by side with the opportunities for free expression and individual reaction to external stimuli, and that they are sane and necessary methods of introducing the child to the world in which he lives.

I turn with interest to Phillips Brooks' definition of liberty, "(that oldest and dearest phrase of men, and sometimes the vaguest also) as the fullest opportunity for a man to do and be the very best that is in his personal nature to do and to be. It immediately follows, that everything which is necessary for the full realization of a man's life, *even though it seems to have the character of restraint for a moment*, is really a part of the process of bringing him to a fuller liberty." This is equally applicable to children. Freedom for the young child does not mean solely the opportunity to develop his own individuality, to take the lead in planning his own experiences, to experiment, discover and satisfy first one impulse and then another, but freedom implies relationship, self-restraint, co-operation, guidance—the forces of which children learn through organized group activities, and which are a part of the process which results in increasing self-mastery.

The following quotation from Coleridge illustrates in a humorous way the necessity of some guidance of the selective interests of children rather than relying upon their ability to choose the best and most developing for themselves: "Thelwell thought it very unfair to influence a child's mind by inculcating any opinions before it could come to years of discretion, and able to choose for itself. I showed him my garden, and told him it was my botanical garden. 'How so?' he said; 'it is covered with weeds.' 'Oh,' I replied, 'that is only because it is not yet come to its age of discretion and choice. The weeds, you see, have taken the liberty to grow, and I thought it unfair to prejudice the soil towards roses and strawberries.'"

A few weeks ago a group of kindergarten children were eagerly describing what they had seen in the recent Liberty Loan parade. They spoke of the bands, the soldiers, the carpenters and engineers, the sailors and nurses. It was a wonderful sight, that great new army of Americans and the children were keenly

impressed with the fact that all were soldiers in a sense—carpenters, nurses and all! During the game period, “Soldier Boy,” a game you are all familiar with, was chosen:

“If your heart is brave and true
You may be a soldier too”

sang the leader, and as each small soldier in response saluted the flag and joined the marching procession, the kindergartner suggested that he tell what kind of a soldier he would be—a carpenter to make the big ships, an engineer to guide them, a sailor, a soldier or a Red Cross nurse, in this way helping the children to organize their experience, and lift it from a passing emotion to one of more permanent value.

Another group of children had been with their kindergartner to the public library to see some beautiful pictures. The children, however, were much more impressed with the inlaid floors—“Don’t step on the pictures on the floor,” they cried to one another. All the way back to the kindergarten they talked of these pictures on the floor, so the kindergartner asked if they would like to make some too. With squares and triangles of various kinds, the children literally covered their floor with pretty designs infinitely better than those they had made at other times preceding the trip. In many similar ways a wise teacher can utilize the children’s experiences, and successfully organize her children in various kinds of group activity, without guiding too much or suppressing their initiative; the value of such group activity being that the child does not react too long in individual ways that are merely haphazard, but that energy and resourcefulness become purposeful, and more efficient.

We are learning today a great deal about the homely virtues of obedience, of discipline, as qualities most valuable in our American army. Going to camp as enlisted men are the sons of a great democracy. What various types and races they represent—from what widely differing environments they have come—under what contrasting conditions have they been reared! Through a wonderful transformation this mass of humanity, outwardly so varied, has become an army with all that word implies—and the agencies that could produce such a result must be of value to the home and school also, where we are training the citizen of tomorrow. The elements of a good army are sound bodies, alert minds, respect for authority, coupled with an ability to lead in an emergency, willing and contented spirits, a mastering faith in the righteousness of *its* cause, and a vital religion. These are, with little change, the purposes of all education—to develop sound bodies through systematic attention to proper exercise; to foster intellectual activity by providing

proper stimuli; to recognize the child's *right* to be taught obedience to law because "no self-active being can *retain* his freedom or self-activity except by conforming to the moral law;" and finally to help even the little child to know

"God, who gavest men eyes,
 God, who gavest men heart
 To see a dream
 To follow a gleam;
 God, who gavest men stars
 To find heaven by."

The United States has been called "a democracy with conservative instincts"—a phrase which applies well to the form of child education in which I believe. In the kindergarten and school the spirit should be such as to develop voluntary obedience to law and consideration for others. There should be opportunity for individual initiative, for free expression, and for participation in and contribution to the life of the group; opportunity for self-direction, self-subordination and self-control. In such an atmosphere the child should learn to understand the meaning of liberty under law, and in this young republic the kindergarten should figure, not as an autocratic authority, not as a mere interested onlooker, but as a participating, intelligent, and welcome member of a team.

THE RELATION BETWEEN INITIATIVE AND ORGANIZATION

BY MISS CATHERINE R. WATKINS

This is a problem which presents many perplexing situations. The question, I think, turns on the *kind* and *degree* of organization, rather than on its use or disuse.

Groups of children do not work or play very long together without some form of organization appearing. Interest in the same materials, objects, or activities draw them together in a kind of organization which we are accustomed to term "gregarious"; or a common idea or purpose will lead to co-operative groups, a higher type of organization where all are working together to further the same end or to contribute to the same project. There is room, in my opinion, for still another kind of organization, which I might term organization for greater control of material, for better technique, which does not prevent initiative or interfere with it, but, by giving the children greater control over their tools, helps to free, rather than hin-

der, their powers of expression. For example, the child who learns how to handle his scissors, who has mastered the technique of cutting, or who has learned how to handle his paint brush and paints, can better utilize these tools as a medium for expressing his thought. He has a right to the teachers' wider experience here, just as he has a right to her standards of skill or beauty in the criticism of his crude work in order to lift it to a higher level.

I know that we have in our kindergartens frequently so systematized, so organized both our materials and our time schedule that we have not given sufficient scope or sufficient time for the children to initiate their own plans and carry them to a successful issue. I, therefore, obtained the consent of our superintendent to try an experiment this year in four of our kindergartens of having no table work organized and previously planned by the teacher, leaving the children free to select their own materials and to work out their own projects. I selected four kindergartens in widely separated localities, representing very different home training and environment. One was in one of our best residence sections—one the average American children—the third a mixture of middle class, poor, and a few foreign children—and the fourth was in one of our poorest neighborhoods, chiefly foreign. We used all the usual Froebelian materials, adding a half set of the Hill floor blocks in each kindergarten, and retaining all the other kindergarten instrumentalities—the songs, games, rhythms, nature work, excursions, pictures, etc. The kindergartners themselves had an open-minded, sympathetic attitude toward the experiment and co-operated with insight and intelligence, for each had excellent training and years of experience as a background.

These experimental kindergartens, as they were called, were open every other month for the observation of the other teachers in the department. I divided the number of kindergartners into four groups and assigned one group to each kindergarten, so that by continuous observation in the same school they could note progress in the children's work.

At the close of the school year I asked the Principal in each of the experimental kindergartens to give me a report of what, in her judgment, seemed to be the particular advantages and drawbacks of the method we were trying, feeling that those who had used the method day after day for a whole year would have something valuable to contribute out of their practical, first hand experience.

I have gone over these reports carefully and would like to give you a resumé of the points they represent, together with my own conclusions:—

Advantages in which all agree:—

1.—It meets the need of the individual child. No child is pushed ahead or retarded by the group—each may learn at his own learning point. The bright child has a chance to forge ahead, while the slower child is not discouraged or handicapped by the knowledge that other members of the class have surpassed him, and thus he gains confidence in his own power to do.

Note:—At the close of each work period, before the materials were put away, all the children were called together to see each other's work, so each had a chance to benefit by the work of the group and also by the criticisms of both the children and the teacher. Here was organization for the purpose of lifting standards.

2.—The free choice of materials gave a greater chance for the development of natural aptitudes and individual desires, hence more genuine interest was apparent.

3.—No external or artificial motivation was required. Since each child worked along lines which satisfied his own needs, in response to the push of individual interests, the work was a delight in itself and the joy of successful effort became an incentive to further activity,—as one of the kindergartners expressed it, “the joy of doing is the motive which drives him forward to higher and higher goals”—“it is the deadening weight of facts given him without the chance of original thought that changes the artist attitude of the little child to the artisan attitude of the average adult.”

4.—Develops greater ability to think and act independently, greater resourcefulness, greater real power. Although the child initiated his own projects and selected the means of carrying them forward, this does not mean that in our experiment the kindergartner gave no suggestions. Conversation, pictures, stories, walks, etc., all supplied stimuli for work—the child being free to accept or reject and to react in any desired material.

5.—The long work period gave more time to perfect an idea or to add related ideas. For example—instead of each child in a class building freely his own idea of bridge and possibly organizing on the best form constructed and then putting the blocks away, one group of children built this year a bridge (their own project) out of the floor blocks, even measuring the distances for piles, also measuring for the railings and the lamp posts, and then added boat houses with the enlarged 5th. Gifts, boats, landings and docks. The longer time and the unlimited use of materials made it possible to supplement the thought “bridge” by many related forms. This instance is given in one of the reports, but personally I do not see that it is any more

valuable than some of the organized work previously done in our kindergartens, when, led by the kindergartner, the children used the bridges they had built to connect separated villages of their own making and also thought out, through her questioning, many other ways by which people who lived in those villages might communicate with each other—putting up telegraph poles, telephones, building railroads, etc. It is after all the teacher who has insight into her goals who will find a way to lead her children toward them.

6.—Social adjustments are more natural and gradual.

7.—Greater concentration. One kindergartner reports—"the first part of the year the children changed materials several times during the work period, now (in May) there is hardly a child who does not spend the whole hour working on one thing." Another says, "many children working in the same room at many kinds of work was confusing at first, the children turned from one kind of work to another, but this difficulty was overcome as interest in the particular activity grew—as children faced problems of their own making concentration and stability of purpose developed, and as interest and pleasure grew keener they could remain for much longer periods at their chosen occupations."

8.—Greatly reduced the problem of discipline. One kindergartner reports "the need of protecting personal rights was the first co-operative idea developed in the kindergarten—the taking of, or interfering with another's work led to the first law for the kindergarten, the children were called together and the facts simply stated. Immediately an inference was made and agreed to by a group of children. We have endeavored to make this absolutely our line of procedure in adopting all necessary rules, so as to avoid arbitrarily establishing any rule. We have had more difficult children than usual this year, but they have responded and co-operated most happily because of these self-thought out rules." This of course is not new in kindergarten teaching and you will see immediately that here initiative and organization went hand in hand to better conditions. That they are not antagonistic, but can be used to reinforce each other at times, I firmly believe.

9.—Better chance for individual study and observation by the teachers. A careful record was kept in these kindergartens, although its form was experimental and crude.

10.—One out of the four notes a greater feeling of companionship, as the teacher moves freely from group to group and becomes a part of each in turn.

DISADVANTAGES

The dangers of the "project method", as given by the kindergartners, are as follows:

1.—Capriciousness. 'Child fitting from one thing to another without accomplishing anything. This we have seen was the case at first, but all agree that it was not long before interest in self-originated problems led to concentrated effort.

2.—Careless work. Child in anxiety to obtain results may not lay enough stress on process.

3.—Untidy habits in the putting away of work. All agree, however, that the teacher is responsible for allowing this state to exist.

4.—One-sided development. Choosing one material to the exclusion of the rest. There is a danger here of arrested development, of letting a child, or children, become arrested on one line of work or on one project. I feel that there is a decided problem here, for there are children who, in their free choice, always omit certain materials and thus fail to get the experience which that particular material might stimulate. While we are placing the emphasis on power, on the ability to think and act independently, it may happen that the very material a child overlooks, or fails to select, would, under the old method, become the means of freeing unexpected powers, of awakening new interests and thus further later projects by supplying another medium of expression. I know that we, ourselves, frequently find that that which we felt we could never do, which we instinctively turned away from, when forced upon us by certain conditions or circumstances, discovered to us unexpected powers and revealed a vista of new opportunities.

5.—Waste of time. Work repeated because of inability to take the next step. One kindergartner writes, "it is difficult to say just how long one thing should continue without the advice and suggestion of the teacher coming in to encourage or advance the steps. Children so often see in an undertaking so many things which satisfy something within themselves which we adults may miss altogether."

6.—Method not adapted to a large kindergarten. This statement was made by a kindergartner who had fifty-eight children enrolled, with an average attendance of forty-eight in a small room. She felt that if there had been fewer children each child would have gained more in the way of technique than he would have lost from the sacrifice of opportunity to express himself along his own lines of interest.

CONCLUSIONS

While I agree that the advantages named do accrue to the child as the result of increased opportunity for initiative, and

feel that the dangers can be overcome by the watchful, intelligent and sympathetic teacher, I also feel that there is a place and a need for some degree of organized work. It would be unwise to state just how much organization there should be, the proportion per day, for what would make for growth one day might hinder it the next, but I think that it is safe to say that the organized work should supplement the free periods by helping the children to do better the things they are trying to do, by extending their knowledge of things which are already in their experience, and by giving new experiences to stimulate and enrich their original work. Life demands organized effort at times and children respond with delight to a certain degree of group work and group activities. It is just as much a part of their development to learn to follow as to lead, to obey the direction of another as to direct themselves.

In conclusion I have three suggestions to make which may prove helpful:—

1.—Try to keep the child, his powers, his growth—in the forefront of consciousness, holding subject-matter and materials as subservient to this central thought.

2.—Remember that the office of the *teacher* is a most important factor in education—that increased initiative does not mean “hands off, let the children go”—but it means guiding without overpowering; it means presenting a rich variety of stimuli without insisting upon certain uniform responses; it means a clear, conscious holding of educational values and standards without external imposition, before the child mind is ready for the next step.

3.—Further study. This freer method demands for its successful use not only a sympathetic attitude, but a genuine aspiration to know it more thoroughly and to test it personally.

THE RELATION OF INITIATIVE AND ORGANIZATION IN EDUCATION

By MISS LUELLA A. PALMER

This topic suggests a question which is at the basis not only of educational procedure but of all customary practices in institutions that are formed with the object of accelerating human progress. The answer to this question is of vital importance in a democracy where the government is peculiarly dependent upon the function of the individual in aiding the advancement of the group.

The value of both initiative and organization as human ten-

dencies is conceded. Initiative is the forward look, the reaching out for goals beyond present attainments. Through organization man gradually arrives at these goals and establishes himself in the new positions as a point from which he can progress further.

For education initiative and organization are both fundamental habits to be fostered. As they are apparently antagonistic tendencies the important question is, how can such a balance be secured that human progress will be wisely promoted.

To imitate without giving the seal of organization is valueless and to organize without first gaining a new center around which to relate is also valueless. In the first case the inspiration is dissipated and in the second the form becomes static, confining. The two tendencies must be exercised in the same process of activity if the right relationship is to be developed between them. Education must train an individual in the habit of setting up original ends of such a character that in arriving at the goal there will be a readjustment of ideas giving an enlarged viewpoint and better control.

Education must provide situations which will stimulate a child to set a worth while end and to desire to arrive at it. In the best educational situations all the power possessed by the child will be thrown into the course of the resultant activity. He will concentrate on the problem, persevere and gather knowledge as he works it out.

As an illustration of the above method, let me refer to the work in a kindergarten that I visited last year. Previous to my visit, the children had used clay often. The first use had been experimental, pounding, rolling, patting. Later, dishes had been made for the dolls' houses and other objects required for play purposes. A few days before my visit the kindergartner had taken the children to see the statuary and casts in a library and subsequently to see adults modelling vases and plaques. On the day that I was present the story was told of the little boy who carved a lion out of butter. It is hardly necessary to state what reaction followed in the use of clay. The material itself became a situation for the children; they had seen the ideal result in the library castes, to the crude control that had been gained through making play objects had been added ideas of technique obtained by observing the way older people used the material and now was added the inspiration of the story of a child like themselves who had achieved results. The children were left free to initiate their own ends, but there had been very strong encouragement to achieve very definite organization.

Initiative should be encouraged to take form and results praised that show some originality. Just the amount of orig-

inality and of form which shall be emphasized will depend upon the stage of development of the child and on the ability of the particular child. Education is after all an individual matter and the kindergartner must keep in mind a sane balance in the two habits that she is trying to form.

Our trouble in the kindergarten has been that we have sometimes presented over-organized material and over-organized theoretical situations to the children. We must offer cruder material and accept cruder results if we are thinking of the child's development. Yet on the other hand, sometimes we have allowed the child to be content with the crude when he could have been spurred to better achievements. We must measure each child by the change in the character of his particular purposes and in the degree of control which he shows through the form which his purposes take.

RELATION OF INITIATIVE TO ORGANIZATION

BY MISS GRACE E. MIX.

Some of the difficulties that present themselves in the discussion of our subject lie in the fact that we are apt to misunderstand the relation of the two terms of this proposition. There seems to be a tendency to treat the two as if they were mutually exclusive; as though we had made the statement thus: Initiative versus Organization.

The prevailing idea of initiative, for example, with some of us, seems to be that if carried to a logical conclusion, it would mean the abandonment of the child to his impulses and caprices, his whims and fancies, with little or no check from the teacher, resulting in absolute individualism. On the other hand we speak, some of us, of organization as if it were all external compulsion—holding back and repressing the natural instinctive expression of childhood resulting in a machine-made education.

It would seem therefore that we need to find some definite standpoint, some middle ground, from which we may discover what the two terms used together mean in the education of little children. Do we not need to state again to ourselves the aim of education, and what bearing both initiative and organization may have upon it?

One of the essential thoughts in childhood education today is that the child's own purposeful acts are the chief feature in his development. Purpose implies thinking, determination, choice. The stimulation of these factors is the business of the teacher. Any method which ignores the active purposes of the individual to be educated is not educational. But it is the *quality* of the

individual purpose and the *direction* toward which it is set that counts.

The child's purposeful acts need these two influences:—

- 1.—The direction which the right kind of organization supplies.
- 2.—The freedom born of opportunity for initiative.

I. ORGANIZATION

The organization which the teacher gives furnishes the control, or better, direction of the child's purpose,—a direction which has value because it has come out of the experience of human society and stands for the traditions, the customs and the standards selected as educative forces from the long history of the race. Without it each generation of children would stumble and falter along a painful way, with no profit from the experience of those who have gone before.

II. INITIATIVE

On the other hand, each child in our kindergartens has a right to the expression of choice; an opportunity to feel his way along the road of his own individual development; the right even to make mistakes if need be, not because mistakes are of any value of themselves, but because methods used or material selected, which leaves no room for his experiment for the solution of his problem, shut off initiative and tend to limit opportunity for judgment.

And just here comes in the test of the teacher. What does she do with the child's mistakes? How does she use his crude efforts? If she is wise, with her ability to look ahead and see the next step in the process, she will lead him to see it, *not* by an externally imposed direction, but through his own awakened judgment, because in the light of her sympathetic suggestion, he sees the incompleteness of what he has tried to do and is stimulated to a fresh effort. In such a case initiative is not interfered with, but is directed toward a higher standard of purpose. So we may think of the child's initiative, not as opposed to organization, but that in his individual impulses, there are in reality needs for some of the values that are found in organization.

If then we recognize the child's own purposeful act as the starting point for education, and consider both individual freedom and some direction from the teacher as necessary for its development, our program will be made to include both methods. The evident need for a less formal organization is leading many of us to feel that the kindergarten day should offer:—

- (a) A period in which the children may have freedom to

play in a group, work individually, or even sometimes for a short period, be spectators of what others are doing.

(b) A period of organized work, where the teacher plans more or less directed activities.

But even in the free period the teacher is not a passive spectator or shorn of responsibility. It is in this period that some of the most valuable knowledge of her children may be gained. She is ready with suggestions wherever they are needed. At times she summons all the groups to consider what concerns them all and so forms a parliament or congress of the children to consider rules which all need to observe.

The quality of the children's activities in the free period often shows a determination of purpose, ability to hold one's self to a self-imposed task, and a joy and enthusiasm, not always felt so keenly in the more formal period. Spontaneous groups often develop among children, in which there is marked opportunity for co-operation and also for leadership.

On the other hand, without a period of directed work; without the value that the teacher's organization gives, many of the child's best ideas and experiments would be lost. It is in the directed period that the wise teacher makes valuable use of the children's interests, sense of values and skills gained in the free period.

In the present need of recognition of authority, which war conditions are forcing upon us, we are learning that independence, initiative and originality are not necessarily opposed to obedience and to conformity to restrictions, which are for the good of the group. The best independence may be not following our own caprices, but choosing the wisest leader to follow.

Dr. Thorndike, in a recent article on "Education for Initiative and Originality," says, "The truly independent thinker does not put less faith in his masters than the servile mind, but chooses the right ones to put faith in."

Therefore we may conclude that independence and freedom of expression may exist and in fact reach their fullest development within a form of organization, which not only safeguards the opportunity for choice, but makes use of the child's choices to carry him on to higher standards of purpose than his own unaided efforts could reach.

COMMUNITY SINGING RELATED TO THE WAR

By PETER W. DYKEMA

(Chairman, Department Public School Music, University of Wisconsin, Madison.)

CAN MUSIC HELP TO WIN THE WAR?

This is a practical war, we are told, a war of science and the industrial arts. Our slogans are largely exaltations of money, and what money can buy—food, ammunitions, and supplies. Produce more, conserve more, and we shall win, seems to be the formula. Away with leisure and the fruits thereof; abolish luxuries and all non-essentials. This is the time for work, not for recreation. In such an atmosphere is there a place for the fine arts? Drawing and painting picture the horrors of war and suggest the glories of victory—so they are of use in posters for bond buying, food conserving, and enlisting. But what of music? Is this, the most intimate and companionable of the fine arts, also of use in winning the war? Let us not theorize; let us get opinions from men in touch with those who are in the midst of preparation and accomplishment; let us study relevant facts as far as they are available.

MUSIC AS VIEWED BY MILITARY MEN

Colonel Cooper, chief of staff at Camp Dodge, said recently: "It is monotony that kills the men off. A man gets tired of drill, tired of doing the same things in barracks, tired even of getting shot at."

Another of our commanders, addressing the men in one of our camps, said: "Abroad you will have two great enemies, the Germans and the rain, snow, fatigue, and long, weary waits. The more formidable of these is the latter. You will conquer the Germans with the military weapons, but the other can be conquered only by cheerfulness and singing, the greatest antidote for depression."

The words of Major-General Wood corroborate this: "I have seen men toiling for hours through the mud and rain, every one of them dejected, spiritless, tired, and cold, wet and forlorn, cursing the day they entered the army, transformed into a happy, devil-may-care frame of mind through a song. Their heads pop up in the air, their eyes sparkle, and the spring comes back to their step. We hope every man in training will be a singer, because when he gets to France the hours in the trenches and back of the lines will be long and dreary. We desire him to be happy and care-free and to help keep his comrades that way."

MUSIC INVALUABLE FOR DEVELOPING ESPRIT DE CORPS

But these aspects of providing entertainment and cheer, keeping the marching regular and vigorous, are not all that the leaders of our men expect. "Valuable as music is for leisure hours and entertainment, its real function in the training camp is to create spiritual power that will send the army out to victory." The developing of an *esprit de corps*, a morale, that indefinable dare, do, and never-say-die spirit, is the principal aim of music in the war. Major-General Bell's phrase, "Singing men are fighting men," has become a classic. He says he has always found that singing and effective warfare go hand in hand. He adds: "You may not know it, but it is a fact that France and England, after permitting musicians to go into the trenches as fighters, finally called many of them from the guns and set them to singing and playing for the troops at the front and for the civilians back of the lines."

"The army that sings well is an army that will preserve its morale and is on the road to victory. Here in Camp Upton we have called together men of every nationality and from every walk of life. More than any other one force, singing together will fuse this mass into a common purpose. Singing creates the spiritual armor of courage and cheerfulness and mental poise, without which a victorious army cannot be produced."

Is it any wonder, therefore, that Secretary Baker and all the commanders of the army and navy regard music as of the utmost importance in winning the war? Colonel E. M. Markham, 303d Engineers, Camp Dix, has said: "Theoretically, music is a gratuity, a luxury; practically, it has proven itself to be a necessity. One of the vital forces of a nation is its music."

WHAT HAS BEEN DONE WITH THE SOLDIERS

The commanders want all the men to be singing. General Bailey said to his song leader: "If necessary, I'll order my men to sing," and General Wood is quoted as saying, "It is just as essential that the soldiers know how to sing as it is that they carry rifles and know how to shoot them. There isn't anything in the world, even letters from home, that will raise a soldier's spirits like a good, catchy march tune." The main purpose, then, of the song leader's work is the inspiring of cheer, the establishing of an *esprit de corps* in the ranks. Of course the song leader himself does not attend to all of the work with the forty thousand or more men in the large camps. He is, rather, a general director and manager. In many camps, each company has three regular non-commissioned officers appointed to act as assistants, and these meet regularly with the song leader to learn the same songs and especially the same

versions of these songs. By this means, when the men from the various camps in this country meet in Europe they will all find companionship in common songs.

WHAT ARE TO BE THE AFTER-WAR EFFECTS?

Certainly the energy that is being devoted to music with the soldiers is going to leave some permanent effects upon the future of our country. One English writer says that the chances are that if the war is but at its beginning, Britain and the United States may become musical through the training given their soldiers. This is the first time in the history of our country that enormous numbers of men are taking time for regular practice in the art of music. In some of the European camps, rehearsals are held very near the battle front. Thousands of young men who have gone away, unsophisticated and uneducated, will be coming back with more maturity and more culture than many of them would have received in all of their natural lives had they stayed in their homes. At the close of the war, there will be a great dissemination of culture, and let us hope that with the establishing of right living conditions through the guaranteeing of freedom for all forever, there will also be provision made for adequate leisure in the lives of all. The musical education which the soldiers have received will result in demands for more and better music when they return home.

MUSIC FOR THOSE AT HOME

This war singing has already affected the great mass of people, because every one is singing now. All over the country great masses of people are being given the opportunity for singing, and from them a mighty psalm of liberated, joyous, emotional outburst is rising to the skies. In several of our great city parks throughout the summer on Sunday afternoons, crowds of as many as ten thousand, led by a great-souled, enthusiastic prophet of song, with a noble orchestra assisting, know, or soon will know, the simple but almost forgotten pleasure of singing together. The keynote of it all has been that while there is a place and an important place for the trained performer in music, there is something which any one can do without training. The fundamental tenet is that he who can speak or shout, can, provided the singing group be large enough, also join in singing. It believes that in any given large group of people, the mixture of musical powers will be sufficient to produce music that is beautiful and worthy of the people.

THE SIGNIFICANCE OF COMMUNITY SINGING

The epoch-making point of view in all this is not merely that

music is being utilized more than ever in this or the century preceding it, but that the pent-up, almost dumb, emotional nature of the great mass of people is being given an opportunity to pour forth. Do you realize what it means constantly to take in and never to give out? It means eventually the loss of the power of assimilation. Every time we express an idea, we have strengthened the hold of that idea upon us. The longer we fail to express it, the weaker does it become in us. He who gives is the one who has; he who keeps is the one who has not. Let a man hear beautiful music and never do anything to clinch in action the emotional effect that it has had upon him and you will find a man who will become less and less susceptible to the appeal of music. The community music idea, the community sing, says: "If we wish to have our people remain tender and susceptible to the finer things in life, we must give them an opportunity to express them in some art form."

This community music movement is not merely a new type of entertainment, a new vaudeville act or stunt; it is not to be passed by as trifling amusement. Any group of people who, having sung together, feel merely that they have had a few moments of pleasant converse and nothing more, have not received all that the community music leader has in mind. By all means let us have the pleasant times together. Recreation pure and simple is a thoroughly desirable part of life, but the art of music used for this alone, has been, if not debased, at least but half used. Some of the world's best thinkers, most sensitive souls, and more vigorous patriots, have expressed their noblest emotions in music. Even in songs which great groups of people can sing, there is much of this high content which is waiting for interpretation and realization by the community chorus. The leader must be able to touch the great fundamental emotions of life; must be able to lead his singers to see that they have in song the opportunity of expressing some of their innermost feelings and must make the singing of the chorus pulsate with this great emotional throb.

Let us each and every one not only welcome the great spread of music which the war is bringing to us, but let us realize that every song we sing is a bit of nourishment which shall cause the roots of our native musical power to gain strength and grow. A song today on the lips of the people means great symphonies, great oratorios, and operas or great music in new forms yet to be devised by this, the young giant of all nations. Until the great mass of our people become musical, we shall never produce great composers or carry the art of native music very far. This does not mean merely patronizing concerts,

however fine and numerous they may be; it means the participation of all in the making of music, and this naturally will be principally through chorus singing.

MUSIC AND THE WAR RELATED TO OUR MUSICAL DEVELOPMENT

Music and the war today is showing that we have all too tardily begun to realize a great force, not only for rest and amusement, not only for the developing of fighting power, but for the creating and guiding of a fuller life. Music and the war today is laying a foundation for that which has too long been denied to us, our rightful heritage as a great, vigorous, original, and potentially artistic people. All permanent accomplishments in the realm of ideals have always been expressed in some art form. We have been busy with the business and utilitarian sub-structure. Are we not ready now to express the idealism which is at the back of all human endeavor? No nation entered into this war with a more humanitarian, altruistic, idealistic, spiritual aim than did America. We have much to express in art; the seeds are ready: this war should be the tilling of the ground which shall cause our best to blossom forth in music, painting, sculpture, poetry,—in all the arts. We are ready now for a free independent expression; we are ready to come into our own.

WHAT CAN THE KINDERGARTEN DO FOR DEMOCRACY?

BY DR. HENRY NEUMANN, BROOKLYN, N. Y.

Perhaps we can answer our question more readily if we begin by putting to ourselves another question: What kind of world do we want this globe of ours to be when this war is ended? Some day the guns will cease firing. The sun that looks down now on fields black and devastated will smile again on fields bright with flowers and life-sustaining food. The cities now in ruins will be rebuilt. Deserted streets will echo once more to the laughter of little children at play. What kind of children over there? And over here, too, what manner of boy and girl do we want to see carry on the work of life?

It is going to be a new world, we are all declaring, and, more than a new world, a better world, or else nothing can compensate for the torture, the heartbreak, and the sacrifice of today. And the remaking is going to be wrought on democratic lines. It is going to be the work of the people, the plain people, not divinely chosen monarchs, but ordinary men and women and children, plain folks all of them, but capable—such is our lead-

ing faith—of caring for life's finest and noblest things. We are going to be challenged more and more to show what excellent living can be fostered by that democracy for the sake of which men and women today are giving their fortunes, their labors, their lives, their all. We must see that life becomes truly democratic in a constantly deeper and purer sense.

In the task of guaranteeing such a result the teacher of even the youngest child has an important part. A democracy is sound or unsound according as the lives of its people are sound or otherwise. The great service of the kindergarten is to see that the beginnings of the better life are laid square and true.

In the first place, the kindergarten can give the children every possible chance for democratic control, that is, for self-direction. A group of mothers who had come to see their children at work in the class room were worried because the youngsters were engaged in painting, in handling actual paints, tin cups of water, and real paint brushes. One could see on the faces of the mothers the fears of ruined clothing and other mischief. They were worried simply because they had not yet grasped the importance of the lesson the children were getting in being their own guardians. An easy way of keeping children out of mischief would have been to keep the paints and brushes out of their reach. In the same way they can be saved from doing damage with scissors or the pencil which they may use to scribble on the wall paper. Keep these things away from the boys and girls and you prepare them admirably for a very orderly and docile existence; but you are not preparing them for democratic self-government. A man can be kept from burglary by locking him up in jail. But then you keep him not only from doing harm but from doing good.

Repression is the way of the despot. A despot need not govern for his own glory; he may have the best intentions in the world for his people and hold the strong hand over them for what he counts their good. He may believe (with mistaken benevolence) that people who enjoy liberty will do chiefly mischief with it. Now these anxious mothers were thinking something quite akin to the belief of the benevolent despot. They had not yet grasped the point that a child does not in general take to mischief more readily than he does to useful things. He turns to disorder only when he has nothing better to occupy him. Once upon a time our cities let their loafers get into trouble because there was nothing or little less for boys to do. Now we have constructed playgrounds and swimming pools and athletic fields because we have learned—that the kindergartner has long known—that the way to keep out of mischief is to keep busy at worth-while occupations. The children with their paint pots and brushes

were too busy coloring pictures to get into trouble. And something more positive was happening. They were learning self-mastery. There was no need for the teacher to say, "Don't splash the paint around." "Don't do this and don't do that." The children were controlling themselves.

How much more in keeping with democratic ideals is this proceeding than the old way of first breaking the child's will! Contrast the two methods—the old way of discouraging the doing of wrong by external repression and the better way of developing the will by self-direction, by guidance from within. Here is a class working with lumps of clay. You tell the children that they can go ahead and make anything they please. One little fellow decides that he will make an inkstand. When it is finished, he is going to let it dry, shellac it, and carry it home proudly. But this will be only if he makes a proper use of the liberty he has been granted. For suppose that after he has begun to make his inkstand he notices that his neighbor is making an automobile and decides that he will make one also. The choice is his own. The responsibility for the outcome is his own. In the illustration we are considering, the boy chose unwisely. He had half finished his automobile when it seemed to him better to imitate another neighbor and this time he started to convert his clay into the shape of a chicken. But now the period is over; the boards had to be put away; and the youngster was left with nothing accomplished.

For him and for the other children the kindergarten is needed just because it gives these opportunities for guidance by aims of their own choosing. The child who sticks to an aim of his own choice is learning one of the chief essentials of a life of liberty. When it is his own selection to make a flower pot or an inkstand, and he keeps himself steadily in line with that aim, he is getting practice in democratic control, in that positive self-government which does vastly more than keep out of mischief. What would democracy be without training in this constructive self-direction?

A second feature of democratic life is its encouragement of individual initiative. When we think in America that some new undertaking is desirable—for example, that our communities should use the schools as public forums—do we wait for officers in charge to make the recommendation? We advance the suggestion to one another first. Our women's clubs discuss it. Then they visit the officials and instead of waiting for the authorities to settle the matter they assist them to settle it by getting public opinion to assert itself. Here is a striking difference between our public life and a bureaucracy. Under the bureaucratic system, the average citizen is taught that it is

something like gross presumption on his part to make suggestions to the expert officials placed above him. Under our method the humblest citizen is free to exercise initiative of this kind because we are taught that public authority in the long run comes from the people themselves. Far from being schooled to regard the exercise of our own initiative as presumption, we are reminded that the only healthy progress is that which the people themselves desire enough of their own accord to demand. Look at the thousand and one public movements started by private citizens—teachers' organizations, child-labor societies, consumers' leagues, and the like, all not only tolerated but encouraged to take the initiative in securing a better public life.

Consider the life of the average school in this country; and instantly we note that the place where this spirit of initiative is most encouraged is the kindergarten. How readily the youngsters come forward with their suggestions! "Let us play this game." "Let us do that." "Let us try it this way." The day is full of suggestions offered freely by the children themselves because they are encouraged to make them. To be sure, things would often run more smoothly if the children would only keep still. But the teacher who is on the point of demanding that kind of smoothness must remember the importance of encouraging initiative. Democracy is nothing if not a faith in the common sense and good intentions of the common person. Initiative is like a plant that may run wild. It is far better to train it—that is, to control it by the responsible self-direction of which we have just spoken—than to try to root it out.

But democratic living is more than self-government and responsible initiative. It is also a certain kind of disciplined membership in the life of a group. It is a matter of getting from our equals a training in the social spirit. And here again the kindergarten performs an important service by helping children practice the right kind of team play.

Observe, for instance, how children playing games learn to harmonize their own wills with the group will. At home when Johnny played games with father or mother, all he needed to do was to announce his choice, and that was the game selected. But in the kindergarten he will not play drop-the-handkerchief when his class has chosen the game of cat-and-mouse; and he will play the game fairly. Here he finds no indulgent mother to give him a second chance if he misses his turn or otherwise fails. He learns that there are rules to the game which all alike are bound to obey. The importance of that lesson we need not dwell upon. There are two ways of teaching it. One way is for the teacher to admonish, to persuade, or to punish. The other way is for the members of the group to do their own

socializing. That is the more democratic way because democracy rests upon public opinion, and upon the will of the equals in the group, not of the superior person at the head.

To be sure the group as a whole may be tyrannous. It may be unfair to a child, let us say, who has been more finely bred than the other members. As a rule, however, at this early stage of life, most children need rather to learn to adjust themselves to the prevailing standards of their group than they do, as in later years, to learn to get the group itself to adopt higher standards. In the main, therefore, the discipline they undergo from their fellows in group-behavior is a valuable introduction to democratic citizenship.

Still more valuable is the training which the kindergarten gives in voluntary co-operation for service. Here is where democracy is something vastly better than either individual initiative or discipline by one's equals. Our ideas of democracy are undergoing a profound change as a result of today's war. New conceptions of democratic life are winning their way to the foreground of the public mind; but it is a fact upon which kindergartners may congratulate themselves that these new conceptions are not so very new to the thoughtful kindergartner. The new note which the war is emphasizing is familiar enough in the kindergarten, the note of co-operation for public service.

Almost overnight this idea of the common good has come home to our democracy. See how it has altered our conceptions of industry and commerce. The old way of doing business said: "Look out for number one. Raise wheat, dig coal, ship it, sell it where it is to your personal advantage to do so. Where you see no such personal gain in sight, hold back. Sell or keep according or not as there is profit to be made for yourself." But the needs of war time have obliged us now to say instead: "Raise your wheat and ship it as the *public* good requires. Not profits first and then the public welfare as an incidental; but public service, America, first!" What a far-reaching change this means in our ideas of what farms are for, what railroads, what coal mines, what occupations of any and every sort are for! Long after the war is over, the life of our democracy is going to be better for this new conception we have caught of work as first of all a public service.

Even better expressions of a new spirit are manifesting themselves than these more or less enforced changes in our ideas of work. Look at the new emphasis on voluntary banding together for service. There was a time when good citizenship meant that you did not break the law or interfere with your neighbor. But today citizenship is a matter of something more constructive and more positively social. Today the measure of

good citizenship is the gladness, the generosity, the eagerness, with which you give yourself to the common good.

This spirit of service is not altogether new. It is unfair to say that our country was materialistic and self-seeking until this war broke out. If we went each his own gait, it was because we were confident that there was enough to go around for all and that things would work out better if we let one another entirely alone. But for years there was growing up in our country a better kind of Americanism. It showed itself in peoples organizing to make their cities cleaner, healthier, more beautiful, to banish slums, to teach our immigrant population, to make our mines and factories safer, to make our rural districts attractive to the young, to conserve our forests and other resources for the public benefit. In a word, there was a wide spirit that sought a better citizenship than the sort which stopped at non-interference with our neighbors. What the war has done has been to deepen that spirit and spread it broadcast throughout the land. Instead of the old watchword of "Every one for himself without hurting his neighbor," we now hear everywhere the call, "Get together to serve."

Precisely this ideal has been at the back of the best kindergarten practice, this spirit of free co-operation for a common good. "Together" has been the watchword. Together let us give a Thanksgiving play for our mothers to enjoy; together cultivate our flowers to brighten our room; together decorate the room for Christmas or Lincoln's birthday; together bring our pennies to the collection to buy milk for poor children; together make a book out of the pictures we have cut out to give to a sick child in the hospital.

The days when you look upon your work with the deepest satisfaction are the days when you say to yourself: "How happily the children worked together this morning! When Johnny finished his own weaving, he went over and helped Tom." Pestalozzi used to mark in a notebook the gains he observed in the health, the understanding, the power, and the character of his ragged youngsters at Neuhof. Whether or not you set down the children's improvements in this formal way, one gain you will have special reason to note with rejoicing in these days of our country's history, the gain made by the children in the better spirit of democratic citizenship, the spirit which asks less "How can I prosper without interfering?" and more "How can I best work with others for the common good?"

These matters need all the earnest reflection we can give. Our ideals of freedom are undergoing a change. Teaching from the lowest grades to the highest will be the better for our asking

ourselves over and over again: "What, in the best sense, does it mean for a people to be free?"

We are not free when we simply have no master over us. Thankful as we are for the political freedom of our country, let us remember that liberty is a tool which is precious only because we can use it to do certain good things with it. We can be as free as the birds in the forest but still be slaves, chained, that is, to foolish fears and prejudices, slaves of selfishness or laziness or false pride or ugly temper. When the negro was set free in 1863, he was still the slave of a mind that had been left unenlightened. But it was right to lift the yoke in order that he might win for himself the more positive freedom, the freedom to make himself a wiser, better being. So to all of us freedom is precious because it is the chance to liberate in ourselves the traits most deserving of the name human. When we look down into our natures honestly, we behold all sorts of unworthy impulses mixed with the more admirable kind; and we are not free in any genuine sense so long as these less becoming traits still chain us. Only when the better strains in our make-up are unhampered by the unworthier sort can we be said to be free.

This emergence of the nobler nature is the crowning aim of a democratic education. Every time you teach a child to get clean, wholesome joy, every time by telling him a beautiful story you raise the standard of his taste and fit him the better to appreciate the finer modes of human conduct, every time you help him to work in harmony with others for upbuilding things, rather than in strife or in the unholy joy of destruction, you are aiding him to consecrate the freedom he is going to enjoy by giving that freedom these loftier purposes. Be proud of our democracy and remember that it is made sacred only as the objects for which we use our freedom are sacred.

Do these considerations require that you talk to the children about them? Not at all. The pedagogy of the kindergarten is much wiser in insisting upon the paramount importance of learning less by listening than by practicing. We can all get a certain understanding of democracy by reading about it, by hearing it explained, by committing the classics of democracy to memory; but the truest, surest way to understand the democratic life is to try to live it. To know what a mile means we must walk it and not simply be told that it is five thousand two hundred and eighty feet. To learn responsibility, initiative, self-discipline, character, call it what you will, we must practice the acts themselves. That is the sound method of the kindergarten. The children come there chiefly to do things, not to hear about them. Talk to them of democratic co-operations,

and the words will fly over their heads. But it is not necessary for them to understand the words. At their stage of life the main point is that they do the acts. The understanding will come later; and the conscious appreciation of democracy when it comes will be all the clearer for being based on first-hand practice in the democratic life itself. "Do the deed, and ye shall know of the doctrine if it be true."

Let me in closing urge upon you two services that you can perform outside of your own class room. One is that you make yourselves missionaries to the grade teachers in behalf of kindergarten principles. Tell them that to be in line with the times, they must lay greater emphasis on having their children work together in the ways begun in the kindergarten but too frequently ended there. Tell them that if it is good for our country that children make these beginnings in self-direction, in initiative, in cooperation, it is still better that the good work go on through the grades and beyond.

And carry your missionary work out into the world where you are a citizen. Some of you teach children who are prevented from reaping the benefits they are expected to receive from their schooling because they come to you with minds and bodies and souls stunted by bad home surroundings. They are underfed. They sleep in hovels where the air is foul. They play amid surroundings whose filth and worse mock every effort you make in your class room to win them to love things clean and wholesome and sweet.

Tell your fellow citizens about the homes you visit. Tell them how unfree these children are just as long as these bad home conditions keep them from getting the full benefit they should draw from the day's life at school. Plead as a citizen for a democracy in which these outward handicaps to a genuine freedom are lifted, as lifted they must be till no child is denied at least a fighting chance to make himself an intelligent, upright, forward-looking American citizen. Speak to your fellow citizens as a teacher who knows from experience how the best forces for good citizenship within the school require the backing of the best forces outside.

Your task you see is wide. Look on it as part of the greater task that you share with the fathers and mothers, with the religious teachers, with the thousands of men and women laboring in public office, in the settlements, in the philanthropic and civic societies, all servants of that finer and nobler life we know that our democracy is capable of exemplifying. Does it seem to you a slight thing to be teaching little children in these days of more stirring forms of public service? Put by the thought

that your service is unimportant. Democracy is a heritage that needs constantly to be preserved and enriched in the form of better human lives. Great indeed is the service of those who teach with this object.

REPORT OF SILVER ANNIVERSARY COMMITTEE

(As Given in an Address Friday Afternoon.)

BY AMALIA HOFER JEROME

Madam President and Members of the Convention:—

Your Silver Anniversary committee sent invitations to 134 guests of honor, including charter members and past officers of the I. K. U. Sixty of these have answered in person and are on this platform today, coming from all parts of the country. Many whom we would love to honor, may no longer respond to human roll call, and forty odd have sent greetings and congratulations.

In presenting to these our guests the heirs to all the ages, we have hoped to show beyond any doubting, that the abundant life is all about us, and will carry on the great work. May this procession of joyous life, led by young mothers, real mothers, and kindergartners, down thru all stages of youth even to those of whom is the Kingdom of Heaven, give courage, hope and promise of the future we have all prayed for.

Sarah A. Stewart, who drew up the first plans for this great organization, has hoped to be with us today to speak on behalf of pioneers. Miss Stewart is widely remembered by students trained both in the east and middle west, and her work has reached across the seas through her Hindu student, Pundita Ramabai. She writes her regretted absence and says: "I sincerely congratulate you upon the brilliant plans for the Silver anniversary of our International Kindergarten Union. The great growth of this one tender little plant, is surely worthy of it. Many came to its rescue at the time of the Columbian Exposition, and many memories of that time are calling me as I now write. I am proud that others more capable are at the helm." She then adds with characteristic energy, "Please let me know if there is anything I can do, and write me all about the Silver anniversary. Surely when the history of the I. K. U. is written, it will be a most human document."

Madam President, I move that greetings be sent from this assembly to Miss Stewart, now at Avon-by-the-Sea, New York.

Many assisted in preparing the list of guests to be honored today. Each of these urged that Dr. Wm. N. Hailmann be one

of them. From Pasadena, Calif., comes this word, from the good doctor, who first made the kindergarten a department of the National Educational Association, thus becoming a pre-historic factor in the development of the I. K. U.:

"I thank you and the committee most cordially for the invitation to attend the Silver anniversary festival. Few things would or could give me keener pleasure than would compliance with your invitation, but unfortunately for me, I shall be unable to attend the meeting. With most cordial congratulations and the best of good wishes."

The first corps of officers appears printed in your programs. The first president was Mrs. Sarah B. Cooper, of San Francisco. All who participated in the great international gatherings of the Columbian exposition, will recall her womanly charm and power. The following telegram has just been received:

San Francisco, Calif.:—"Greetings from the Golden Gate Kindergarten Association on the occasion of the Silver anniversary. We are glad to recall that the founder of our work, Mrs. Sarah B. Cooper, so dear to us, was honored as your first president. All success to all lines of kindergarten work this coming year."—Virginia Fitch, President Golden Gate Kindergarten Association. Anna Stovall of this association also sent greetings, saying: "I shall be with you in spirit."

Of the fourteen presidents who have served the International Kindergarten Union during twenty-five years, eleven are attending this convention. Mrs. Cooper and Miss Caroline Haven are with us in spirit indeed. The only absent one is Mrs. Alice H. Putnam, whose message will be given by Mrs. Alice O'Grady Moulton. Two of the original staff of officers are also with us, Miss Mary C. McCulloch, the first recording secretary, and Miss Eva B. Whitmore, the first treasurer. Until the last few days we had hoped to have Mrs. Marie Kraus-Boelte of New York to speak on the first training schools. Her greetings and good wishes were sent, not only once, but twice, to show her great regret. From Springfield, Mass., come the cordial greetings of Miss Angeline Brooks; from a Connecticut army camp farm a message from Miss Cynthia Dozier.

In several of the arts, both manual and fine, interesting developments have taken place in the hands of the kindergartners. Perhaps none shows more varied or inspired forms of creative activity than that of music. Miss Mari Ruef Hofer, responded to this topic, as chairman of the first music committee appointed by this organization.

Mr. J. Clarence Jones, president of the Brooklyn Free Kindergarten Society sent the following message:

"I have never been more impressed with the vital necessity

of the kindergarten work in this country than I am today. The reconstruction period after the war will require the highest statesmanship, and especially will it require the most devoted work among our alien population. Here will come the great opportunity of our noble bands of devoted and prophetic kindergarten workers. It seems to me that no group of patriotic workers has a higher call to national service."

From Portland, Me., Miss Abby N. Norton writes: "I wish you a most successful and enthusiastic gathering, a real jubilee over the memory of the twenty-five years of earnest, faithful following of our leader, Froebel."

Dr. Jenny B. Merrill sent this interesting message: "I rejoice with you in the mission of the I. K. U. to the world, and at this time, particularly to France. I hope that some day the I. K. U. may convince Germany that the kindergarten is her greatest gift to democracy and to civilization."

Emilie Poulsson sends "greetings to the Union, and particularly to my fellow charter members." Miss Fannie A. Smith sends from Bridgeport, Conn., "heartiest congratulations and may the sun shine its brightest upon the anniversary," and encloses a silver offering. Bertha Johnston sends her silver offering which is placed in the vase, and Mrs. Kate Douglas Wiggins offers her "greetings and good wishes, now and always."

Time does not permit the presentation of the many interesting and inspiring words sent us today. Following the sincere feelings of my own heart, and no doubt the hearts of all here, I ask Mrs. Ada M. Hughes to close this part of the program and speak for the past as well as the future of the I. K. U. Mrs. Hughes was president of the kindergarten section of the National Educational Association twenty-five years ago when this organization was formed, she is a charter member, a past president, and a perennial inspiration to all its members.

IN TRIBUTE TO THE WORK OF MRS. ALICE H. PUTNAM

BY MRS. ALICE O'GRADY MOULTON

I have been asked, and I consider it a great privilege to speak a few words in tribute to Mrs. Alice Haven Putnam and her work among us here in Chicago. She has asked me to read you a letter from her. In it she shows how deeply her thought is with us, and I know there is no one whom we could miss more at this time than Mrs. Putnam.

Mrs. Putnam says in part:

"My dear friends of the International Kindergarten Union:

It is with very sincere regret that I find myself unable to be present at the annual conference this year in my native city but I am obliged to send my greeting by letter.

I well remember the first meeting of the Kindergarten Union, before it became International, in Detroit. Our good friend, Dr. Hailmann presided, and Elizabeth Peabody as well as many other loyal students of Froebel were present. The meeting was rather informal but full of inspiration for those of us who were there. This was long before I thought of going into that branch of education. I went because I loved to play with children and had an idea that this man Froebel, of whom I had vaguely heard, might give me some hints.

May the present meetings and those who take part in them become daily more and more imbued with spiritual purpose, and have strength to endure until right shall prevail.

Believe me, my dear friends,

Yours most loyally,

ALICE H. PUTNAM."

Mrs. Putnam has been associated with every phase of the work for the kindergarten for forty-five years. Hers was the first permanent training school in Chicago and from it have gone out many fine graduates. Their enthusiasm for their work has taken them all over the world. To the Philippines, Japan, Hawaii, all over the United States, everywhere indeed one finds graduates of her school worthy representatives of her work, distinguished by a steadiness and sense of high purpose always.

Mrs. Putnam's work had two distinguishing characteristics, a sense of vision and deep sincerity. These are the two things that make a great teacher.

There are two sides to Mrs. Putnam's work in Chicago. One was professional. Her breadth of view and cultivation of mind led her to support every educational and progressive movement. The other was her personal relation to people. Her great kindness of heart and power of making friends. So many who have known I was going to speak of her today have asked me to mention her constant helpfulness. I want to do this particularly because I felt it myself when I came as a stranger to Chicago. Her hand was always ready to welcome and her home was an inspiration to all who came there.

Time is too short to say all that should be said and I must be briefer than I wish to be, but I know you will all join with me in feeling that there is no one whom we would desire to remember more at this session or to whom we would render more heartfelt tribute.

(1) GENERAL CHARACTER AND WORK OF MEASUREMENTS IN THE GRADES, AND (2) THE NEED OF THESE IN THE KINDERGARTEN FIELD

BY ALMA L. BINZEL

I have often wished that some genius would invent an instrument for the taking of the mental temperature of an audience before and after the doses known as "papers, talks, discussions." How illuminating, for instance, if now and at the close of the meeting tonight there could be registered with Fahrenheit-ic accuracy the degrees of individual warmth and coldness of belief in the general ideas that children, *young children*, can and should be measured, that their promotions should be dependent upon the results of these measurements, and that the efficiency of the institutions which educated the children be inferred from these results! If I could, I would get your answers now and later to these questions:

1. Can young children be measured?
2. Should they be measured?
3. Should their progress from home to kindergarten, from kindergarten to first grade, from this to succeeding grades, be determined by the results of these measurements?
4. Should homes, kindergartens, grades, be judged as efficient or otherwise on the basis of the returns?

As a matter of fact measurement and evaluation have long been in existence. The report cards that you and I carried home as children expressed the results of our teachers' measurements of us in behavior, in attendance, in school subjects. Upon such measurements some of us were asked to skip a grade, some of us to repeat one, and most of us to take the grades at the rate of one a year. In explanation of our mental and social weaknesses and strengths our teachers, when called upon by principal or superintendent, probably passed judgments upon our ancestry and our homes, and our parents, comparing the progress and behavior of other people's children, in turn passed judgment upon the school.

Measuring, then, is not to be looked at as a new responsibility or function invented by principals, supervisors, and superintendents to make teachers somewhat busier or to aid in discriminating between the better and poorer teachers. Not *measuring* but the *ways* of measuring and the *things* to be measured contain the elements of newness which it is our problem to consider tonight.

What then are the important new elements in measurements as we are beginning to know them today? Foremost is that of

their scientificness. They are made with instruments which are the outcome of years of labor upon children, upon children's achievements, and upon achievements in the world outside of school.

Ayres' Spelling Scale is a good example. Into the making of it went the results of four extensive studies which sought to find out what words were most commonly used in different sorts of writings. A total of 367,618 words were involved. These studies dealt with words:

(1st) From Biblical passages and other well known writings, 100,000.

(2d) From articles in Sunday newspapers, 43,989.

(3d) From short letters, business and other kinds, 23,629.

(4th) From family correspondence, 200,000.

The 1,000 words that had been most frequently used were divided into 50 lists of 20 words each and submitted as spelling lessons in various grades in 84 cities of this country. 70,000 children writing these lessons totalled 1,400,000 spellings. Upon the data thus secured the Ayres' Spelling Scale, as we know it, was constructed.

Compare this instrument with the ones which measured most of the spellings of your day and mine. The latter were unscientific ones; the outgrowths of the practical necessity of giving marks that might be recorded. In consequence, some of us had so much taken off for a misspelled word while others had more taken off. Perhaps some were treated as were three children I knew. Their teacher, knowing their penmanship faults made allowances for these, giving full credit to Jane for *back* though she wrote *bach*; to Frank for *won* though he wrote *uon*; to George for *lake* though he wrote *loke*.

The average of daily work in our day gave the standing for the month; and the average of the monthly standings gave that for the year. Any given grade registered marks from 50 to 100. After promotion to the next grade the end of the year found us with similar marks and with similar variations in these ratings. What did these marks really indicate in the growth of our spelling powers from year to year?

Perhaps there came to our grade a child from another school bearing his report card showing 95 per cent in spelling. A few days' sojourn may have resulted in the prophesy that he could not make anywhere near that score in our class. Evidently two teachers in the same grade in the same system had different thermometers for measuring spelling achievement. One might have measured daily with a thermometer of 5 words; the other with a thermometer of 10 words. One might have used words that were common to the child's writing vocabulary; the

other might have used words beyond either his writing or speaking vocabularies—words found chiefly in the dictionaries or spelling lists designed for mental gymnastics. The child in question had his spelling power measured by *different* instruments, each the peculiar possession of an individual teacher! How subjective such instruments are is well illustrated by the respective evaluations of three inches by *Alice and the Caterpillar*. "Are you content now?" said the Caterpillar. Well, I should like to be a little larger, if you don't mind, said Alice. Three inches is such a *wretched* height to be. It is a very *good* height indeed! said the Caterpillar angrily, rearing upright as it spoke (it was exactly three inches high)."

We do not measure sugar, silk, or grain with any such subjective instruments. The pound, yard, and bushel have a definite, standard meaning for all intelligent enough to use them. The scales, the yardstick, the bushel basket, are the objective instruments by which the measurement is made. They do it with accuracy and without fear of or favor to the buyer or the seller. Scales for the measurement of school subjects are being derived in the hope that children's achievements in them may be likewise definitely, accurately, and impersonally measured.

To say to a seventh-grade child who is acquainted with Ayres' Scale, "Your rank is 94 on column L" is less cheering than to say "You're 66 in V"—why? Because 94 on L is what fifth graders should score, whereas 66 on V is what seventh graders should make.

To say to a South Bend, Indiana, eighth A pupil, "Your handwriting score is 70 letters per minute with quality 60" is to give him the assurance that he has arrived in penmanship where he should for that grade. How different from an eight A class that I was wont to observe a few years ago! Great husky boys going through the penmanship lesson period, inwardly rebellious though outwardly meek as the critic looked over their shoulders and checked as wrong the hairbreadth deviations in the crossing of a *t*, the dotting of the *i*, the closing of the *a*, or the looping of capital *O*! Small business indeed for critic and pupils: the outcome of personal standards and unscientific instruments for evaluating school achievements!

The extent to which the psychological laboratories have worked upon instruments for the measurement of spelling and handwriting is appreciated as one becomes acquainted with the Buckingham, Starch, and Ayres spelling scales; and the Thorndike, Ayres, Freeman handwriting scales. Other studies are in progress which may result in improvement of these or invention of new ones. Thorndike and Jones have furnished desirable mate-

rial for the measurement of reading vocabularies; Gray and Starch for the measurement of oral and silent reading; Courtis and Woody for the measurement of fundamentals in arithmetic; Trabue and Hillegas for language and composition. Thorndike has contributed one for drawing. This list is not exhaustive; it is indicative of a very widespread and persisting effort to reconstruct elementary education, chiefly from the third grade up, first by finding out what children have actually been accomplishing in school; second how long they have been taking such accomplishments; third, what their successes and failures were due to; and fourth, how successes can be increased and failures decreased in number.

My own first acquaintance with these scales was made three years ago when as supervisor of five young teachers I saw the work of children in grades first A through third A in a large public school in Minneapolis. I was enrolled at the time in a university class taking "Educational Measurement." Our first assignment was to give column H of the Ayres Scale to children at school. The outcome was a revelation to me in showing *how great* was the variation in spelling power within each group. The second A teacher, for instance, had children who scored 96.7 per cent; she also had children who scored 19.2 per cent. The other children ranged in between. What was true of her class was true of the second B, third B and A classes. I pondered over the problem of the teachers: the assignment of spelling lessons that would challenge the ability of those scoring in the 90s, that would be within the reach of those making 80s and 70s, and yet be not too difficult for those whose powers measured 19 per cent!

I had read somewhere that high spelling ability was usually an accompaniment of mental maturity. In consultation with the teachers, I decided to put this statement to a test. We agreed that each teacher should name the six or seven children who had given most evidence in general school work, of superior achievements. These and any others whose scores had been high in spelling were to receive special tests in reading, writing, and numbers. If they did as well as the average achievement of the grade above them, they were to receive a special promotion.

Of the children tested 12 were considered fit for special promotion. Then I met two "snags," so speak. The one via the principal saying that the fourth B teacher would not accept any specials at the time; the other from my second A teacher who said, "But Miss B, I don't want to lose my brightest pupils." It was easy for me to sense the source of this remark. My reply was, "If *you* had a child in school capable of doing the work one grade higher up, would you think her teacher

just in keeping her below for the reason you have just given?" Seeing the weakness of her contention her former enthusiasm for the experiment returned. No effort was made to influence the fourth B teacher. The number of specials was reduced by three. Then by the special request of the second B teacher increased by two in behalf of two brothers who were over age for her room though the tests had shown them doubtful. Of the eleven children promoted in November ten made good, passing on in February, with their new classes. One of the two boys had failed to make the next grade.

Subsequent observation and reading along these lines have strengthened my belief in the use of these scales in the classification and promotion of pupils. A few sentences from a study of the schools of Madison, Wis., must suffice to bring this part of the paper to a close. They accord with studies made of other schools. "The two chief sources of waste in education are (1) teaching things that bright pupils already know, and (2) teaching things that none of the children need to know. Economy in the latter will be achieved by ascertaining what the really essential and important things in each subject are. *Economy in the former will be achieved by classifying and promoting pupils, not according to time, but according to ability.*

One third of the pupils waste time in being in classes in which they know practically all the material that is being covered in the recitation period and are able to perform all the tasks expected of them. Another third of the pupils waste time by being in classes in which they can grasp very little of the material and are able to perform very poorly, or not at all, the tasks expected of them." (*The Fifteenth Yearbook*, National Society for Study of Education, Part I, p. 143, University of Chicago Press.)

The elimination of the waste, due to our poor ways of measuring and hence classifying pupils, is one result which scientifically derived scales will help to bring about. Another result will be that of the defining of goals which both students and teachers will recognize when they reach them. These definite goals constitute decided incentives to pupils. They say to them not "Be busy about something" but "Be busy to this purpose."

Reference has been made to new elements in *things* that are to be measured. So far only the school subjects have been mentioned. All of us are aware of three other groups of scales designed to measure: (1st) physical growth, (2d) native intelligence, and (3d) specific mental traits. Teachers of old were expected to do very little with any of these. I shall speak of one of these only.

The Binet-Simon Scale, with its Goddard, Terman, Yerkes,

revisions, seeks to determine the quality of general intelligence. The scale recognizes about nine levels of intelligence, ranging from the idiotic, imbecile, and moron types through the border line of deficiency, dullness, and average to superior, very superior, and genius or near genius types.

The measurement of intelligence by the schools can be considered a comparatively new thing. At present it is in the hands of specialists in some of the larger cities; an occasional small city invites a university psychologist down to test some difficult children. A still more occasional city applies the test to large groups of children as a basis for re-classification. Let me give some concrete examples:

In one town, a specialist comes at the request of the principal for the examination of children judged by their teacher as incapable of profiting by ordinary school activities. Upon the recommendation of this specialist, children are either returned to their own classes or sent to opportunity rooms or schools.

A little town in another state called, because of the pleas of a teacher, the university psychologists to aid in decisions concerning some children who were proving a serious handicap to the other children and the teacher. These children were withdrawn from the grades after the tests were given.

A good sized city in another state gave the intelligence tests to all the kindergartren children of that city last winter. Regardless of chronological age or of time spent in the kindergarten, children showing a mental age of six or more were promoted to the first grade in February.

I am certain your approval goes to work like that cited for the first two cases. Does it go to that cited in the third? What would you as a kindergartner do if instead of sending on twelve children whom *you* considered ready for first-grade work, your superintendent should request you to send on forty-five selected by the intelligence tests? What would you as a group of kindergartners do if fifteen sets of kindergarten children in your city were dealt with similarly. Where would you turn for proof that one year, that two years of kindergarten education are as essential to every child as any one or two years of subsequent schooling?

Would you think me disloyal to the kindergarten if I would say that the third experiment is more significant of progress than either of the other two? Carried on, on a large enough scale, such an experiment would help to answer these questions:

1. What is the best mental age or what is the best intelligence quotient for the beginning of first-grade work as this is now constituted?

2. Does that mental age or that intelligence quotient succeed best with or without previous kindergarten education?

To answer this second question should not this same city have retained half of these selected children, allowed them to complete the year's work in kindergarten, given them next September to the teachers who took the specially promoted ones this year, made the conditions of their instruction and testing similar and drawn tentative conclusions next January? Five years of such a policy might result in conclusions of scientific soundness.

Or should it have sought still younger children for its kindergartens, kept them there until next February and promoted them on intelligence test ratings? Again some five years of experimentation would be necessary to get valid conclusions, would they not?

It may be that the superintendent will seek the answer to these questions by comparing children selected by intelligence tests in the next few years with children who were promoted in the old ways by the kindergarten teachers during the past few years. If no new factors have been introduced to improve the children's chances in the grades, this comparison will prove fruitful.

I take it that loyalty to the kindergarten now as always means finding out the truth about the children, about the changes that kindergarten education is working in them, and what these changes contribute to the subsequent school life of the children.

This is the day and age of quantitative studies of the efficiency of schools in their various aspects. It is my belief that kindergartners must be willing to make and to have such studies made of their work. We hope that the evidence will be favorable when it comes in; in so far as it is not, we must change the kindergarten. We need not be too concerned if some of the evidence is unfavorable, for if we are well informed we shall know that the movement for scientific measurement has pointed out serious weaknesses and wastes in our elementary and our high schools; that the discovery is stimulating experimentation with methods and materials that are productive of good. The kindergarten may have a similar fate. Can the kindergartners be counted upon to help bring it about?

Here and there individual kindergartners have gone to work upon their own initiative to do some measuring of their work. Here and there supervisors have doubtless set up some standards and invented some ways of testing the children to see if the standards have been reached. Miss Park, Miss Wilson and others will give you some idea of what they themselves have accomplished. Some of you know that the Bureau of Educa-

tion Committee of the I. K. U. has had a sub-committee at work upon this problem for the past year. It should interest you to know that the appointment of this sub-committee came at the request of Miss Fanniebelle Curtis, Supervisor of Kindergartens in Greater New York. Her plea, as I remember it, was for "the acquisition of information on the progress made by children in the kindergarten which would be usable in converting Boards of Education to the investment of *more money in more kindergartens for more children.*"

The sub-committee selected a series of kindergarten activities, invented tests for initial and final measurements, and invited a limited number of kindergartens to try them out. What has been done so far is so tiny a beginning in this field that no data concerning it is being made public. It is the hope of the sub-committee that the Bureau of Education Committee will ask the International Kindergarten Union to take steps which will lead to work as scientific and as valuable as any yet done in the elementary school subjects. Thus far colleges of education, upon their own initiative, have made these studies which are helping the children and the teachers in the grades. The latter did not ask for such help; did not always recognize and therefore welcome it when it was offered. What responses would colleges of education, university departments of psychology and education make, if the kindergartners asked for help in the study of the actual progress made by children in the activities, commonly fostered by the kindergarten?

THE APPLICATION OF SCIENTIFIC METHOD IN KINDERGARTEN EDUCATION

BY BESSIE M. PARK

One of the greatest hindrances to the progress of the kindergarten is its wealth of materials, and the theories that we have accumulated. The misunderstanding of the kindergarten is largely due to this. What we need to make plain is that what we do is worth while. We should be able to evaluate our results from the standpoint of evaluation in other departments of education. We are too willing to appreciate and deal with our work from the artistic side—confining the scientific methods to our theory alone.

Play and the consideration of the child must not be overlooked. Our theories are well worth knowing, but if we cannot *tell or show* in some tangible form what we have accomplished *at least*, measure insofar as it is possible, our system of kindergartens is being perpetuated on mere sentiment.

We have been given time enough to show that it makes the child happy to go to kindergarten. Can we at the time show that he has gained something? We have had time enough to establish in all lines of education our doctrine of self activity, or interest. Can we at the same time show now that the results are there? From personal judgment we would say they are—no one who understands the kindergarten denies this; but in this age of efficiency, personal opinion is not enough.

“The only final test of the success of any method is the result obtained. If the results are not accurately measured, if we do not derive scales of measurement, we can never be certain of our conclusions with regard to the method to be employed in bringing about any particular type of mental growth or development.”

Here is one theory that we believe in. It is stated by Dr. Dewey; that the child is the center, the end, and the aim of education. We believe it, we say we do. We plan work on the basis of this theory, but *how* do we know *what* the child needs? We know in general what children as a class do—what they need. Surely we have some very definite ideas of accomplishing work—of aims and ends to be attained. Can we really know what the child needs until we check up to see what our results are? What the child's ability is? Measuring results is not making things more definite in the way of limiting the child. Measuring is not the child's part of education; it is the teacher's work. A general idea of the nature of development is not

enough for the teacher. The old idea of definiteness wherein the teacher directed almost entirely the child's activities will not do at all. It is too general, too limiting. How do we know this is so? We do not know this unless we have some measures of ability and some ways of checking results—of showing what work of this nature has accomplished.

Habit is a form of executive skill of efficiency in doing. Do we believe in the theory of developing in the child right habits? How do we know he has a right habit? Personal judgment is not enough in this case. There should be some way of measuring our results. Is efficiency of doing checked up in the business world? How do we in the educational world know we are getting full value for effort and money spent? Habits are most illusive with children. How do we know they are present. Is personal opinion enough?

How can I be sure that Johnnie Jones is improving in his work? Surely not by just guessing at it. None of us would do that. Surely we cannot remember all the points. None of us can do that; but that is what most of us attempt. We commend or discredit Johnnie Jones' ability on what we can recall; and Johnnie Jones is only one of fifty or sixty of our children. Can we really give a fair estimate of his ability?

"The purpose of measurement is never an attempt to make all alike. It is rather to discover differences and the reason for their existence. Most of all to give us some adequate means of determining progress or change." We cannot fairly evaluate Johnnie Jones' ability without some measurement or record. We cannot really tell of the changes taking place in his development. Knowing why we do a thing, doing it, testing results to see if we have accomplished what we intended to do—this will in no way interfere with what Johnnie Jones is enjoying or what he is interested in. But it will show whether or not he is really gaining. Should we hesitate to measure some of Johnnie Jones' abilities because we feel that some of them are not measurable? The good that he is receiving in kindergarten cannot be measured, you say. This is true in part. Only some of the phases of work *can* be measured. Shall we leave all that can be measured untouched because of this?

Freedom to develop entirely along individual lines or in connection with the group—one of these may be your theory of the kindergarten. How do you know that one or the other is the better of the two? You cannot be sure unless you are willing to measure your results, to keep reports of work done so that some standards of attainments may be derived.

There is too much marking time in the kindergarten, doing things over and over because the child loves the play or the

game. This is all right as long as the child is progressing or if it is done just for fun, but when *all* of his work is upon this basis, we are not accomplishing the most good. Why continue to do a thing or emphasize it when a child has obtained the most good from it, and the only way he can know that he has gained the most good is by keeping a record.

In the kindergarten, we need two things: First—A curriculum; one that is not just a collection of materials; one that shows abilities, minimum and maximum amount of work, one that sets some standards of attainments. Second—We need to measure, to keep a record of the results of our work to see if we are really accomplishing what we set out to do, to check up our results.

These diagrams show some of the results obtained in a few of the experiments made in the kindergartens of the Des Moines Public Schools in 1914. They are not particularly valuable in themselves, but were a very beneficial step in making our work more definite. They are presented here merely as a suggestion of what can be done along the lines of experiments. In a general way they show two conditions in kindergarten work: First—the necessity of knowing the extent of the child's knowledge and his abilities in some of the simple activities in order that his work may be progressive. Second—that this cannot be done by guess work. The results shown in these diagrams were taken from work given to 343 children on entrance to kindergarten and again at the end of six weeks in kindergarten.

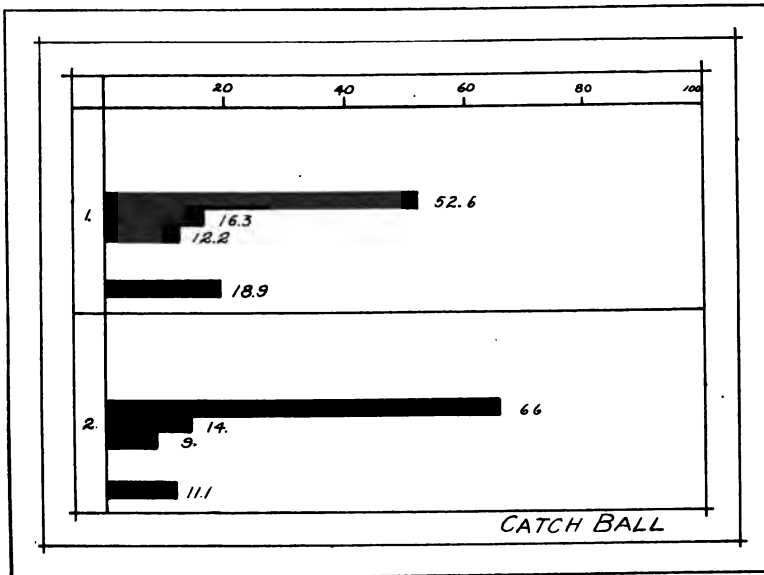


FIGURE I.

These results were obtained in catching ball (4 in. dia.) at distance of ten feet. Each child was given three trials to catch the ball. The points shown in diagram under "1" were made on entrance to kindergarten, under "2" were made six weeks later. On entrance, we have 52.6 per cent children who could catch the ball on first trial; 16.3 per cent took two trials; 12.2 per cent three trials, and 18.9 per cent could not catch the ball. The results under "2" show an increase in catching ability on first trial and decrease in number needing two or three trials, also a decrease in number failing. These children were not drilled during the six weeks between the two tests. They simply played with the ball. The conclusions we drew from these results were: first, that we did not need to put special emphasis upon this kind of work; second, that, given the ball to play with, the children would naturally learn to catch it; third, that a more difficult step in playing with the ball might be emphasized to better advantage; fourth, that the work of helping the few who need help in catching the ball should be individual work. Many of these simple ball games of catching the ball waste time when given to the entire group.

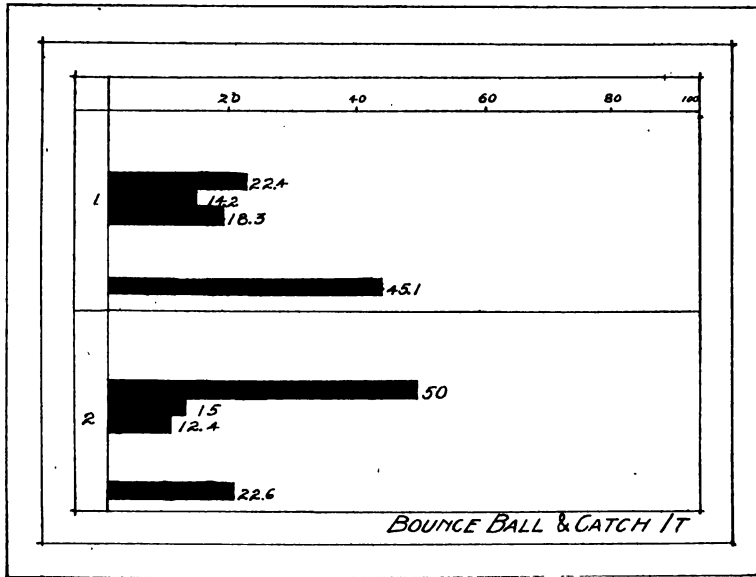


FIGURE II.

These results were tabulated under the same plan as Figure I, with same 343 children. The points under "1" show child's first ability. This shows very much less ability to bounce a ball and catch it, than simply to catch it. Of course the first results in this were taken at the same time as the catching the ball results. We would naturally expect less ability in this at this time. In comparing the results of Figures 1 and 2, while the final per cent (50) is less in 2 than in 1, the progress made in bouncing and catching the ball is greater than in simply catching it. This seems to justify our emphasizing this kind of work rather than simply catching of the ball.

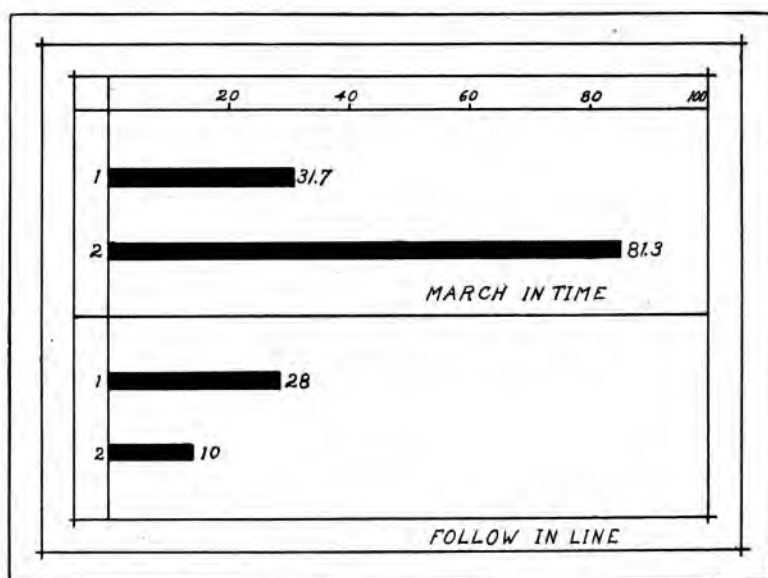


FIGURE III.

In this figure we compared the child's ability to follow in a line, not keeping time, with his ability to march. The first test shows 31.7 per cent able to march and 28 per cent able simply to follow in line. The very great increase (49.6) during the next six weeks in ability to march leaves only 10 per cent simply able to follow in line. This increase is due to the fact that the children in this group of 343 children entered at the beginning of the second term in January and consequently came almost immediately into contact with much marching during patriotic celebrations in February. It seemed to us that ordinarily this increase would not be but we should have to keep some record to show this. However, this record does show how little tendency children have to follow in line. Is this necessary for control in schools as some seem to think. Does marching give individual control?—Isn't it rather group control—the result of the inspiration and rhythm of the music?

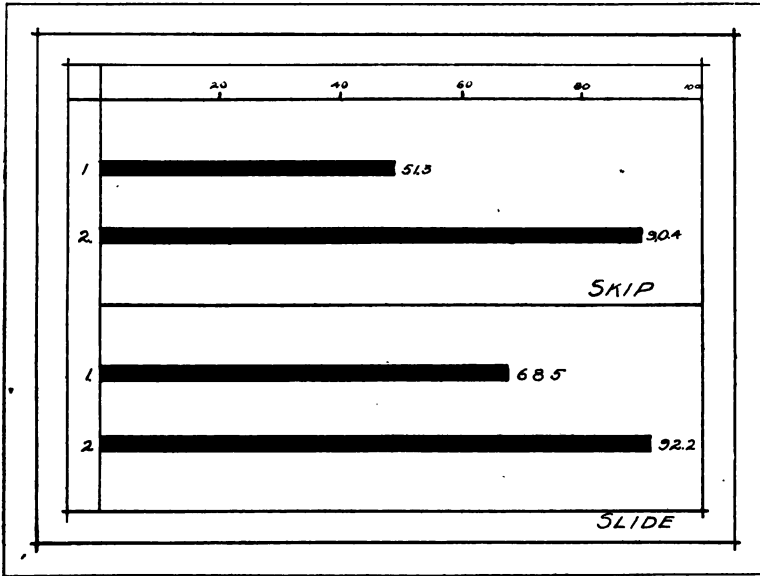


FIGURE IV.

This diagram shows that children do about equally well either skipping (hippy to hop) or sliding (side step); that under the inspiration of music they improve in both activities very rapidly. For this reason we should consider very carefully in selecting musical games, whether or not we are requiring the child to do something new—an advance step—or whether he is simply repeating and repeating something he can do very well. Skipping games are very interesting to the child, but should he do over and over something he does well to the exclusion of doing something more difficult. It seems to me that this is one of the ways the kindergarten wastes time.

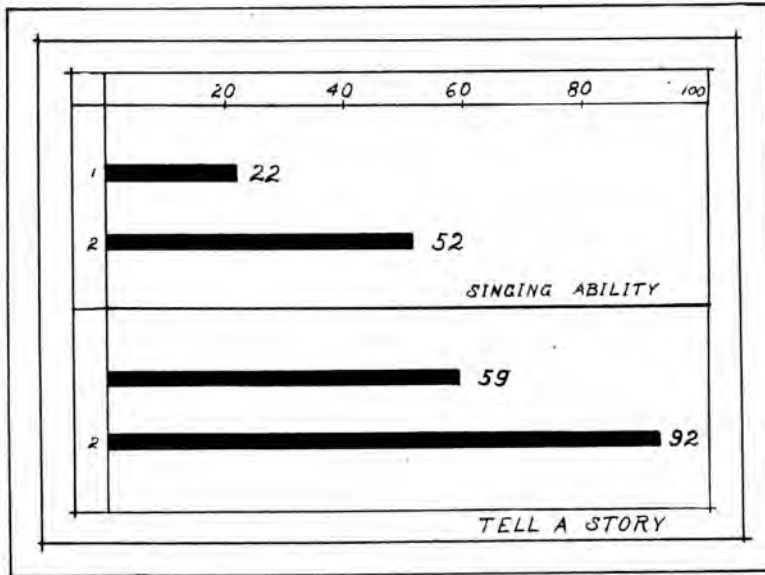


FIGURE V.

In many kindergartens there is more done in singing than in any other activity. But at the same time, there is little definite work accomplished. This diagram shows that children entering kindergarten have very little singing ability, 22 per cent being able to sing and during the first six weeks do not make much advance. To sing accurately the child must have control in several lines—he must know the words, the melody, the time, and the rhythm of the song. This is asking for much control of the little child. Do kindergartners who have much singing in their schools bring the children up to definite standards or do they simply let them sing. On entrance into kindergarten the ability of the child to tell a story is much greater than his ability to sing. The story being a much more common experience of the child at this time, it seems wise to have short stories for children to retell. The stories of longer length should not be used for retelling at this time. The teacher will gain much more in both these activities by giving simple work, observing carefully results, tabulating them, thus gaining some definite material as a basis for work.

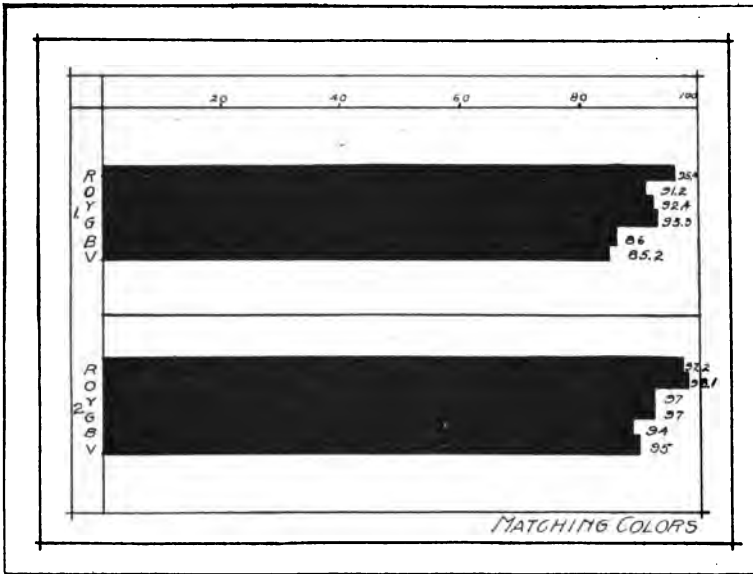


FIGURE VI.

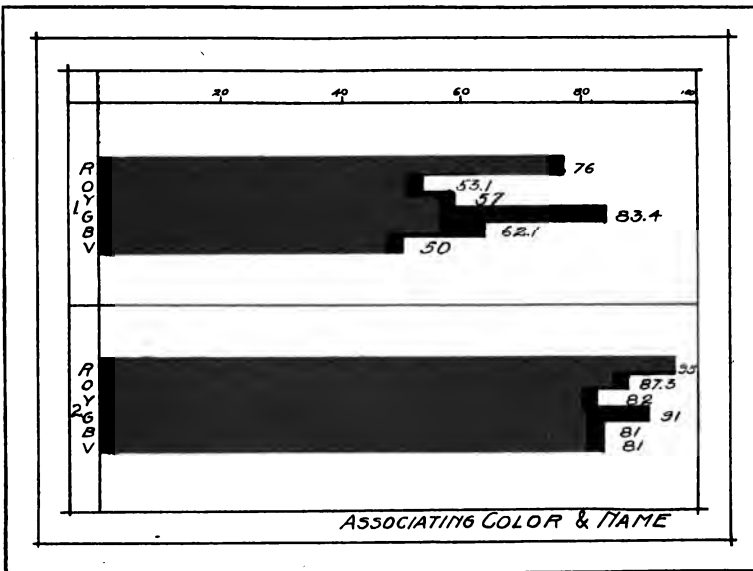


FIGURE VII.

These two diagrams show results in one of the very old activities of the kindergarten that is still used in some localities. It

is a very good example of not using the child's knowledge to the best advantage. In matching colors the children were given beads and asked to string ones like a red ball (held up before the child). Notice the results of children's ability to do this on entrance into kindergarten. Even with the color violet they were 85.2 per cent perfect. Compare results of work done six weeks later (under 2). They are almost 100% and yet one may find in many kindergartens lessons of this sort given throughout the year and when teachers are asked the purpose of such work it is either to teach color (which children do not need), the children love it, or the teacher shows that aim and purposes of the work have not entered her mind. She has given such work mechanically because it is at hand and *without thinking*. This is only one of several activities of the kindergarten that is used in this way. Figure VII shows children's ability to associate name and color. Notice the work accomplished in six weeks—what ground can there be for teachers to give such color lessons throughout the year?

Note—Two sets of the diagrams used in illustrating this talk are necessarily omitted.

CONSTITUTION OF THE INTERNATIONAL KINDERGARTEN UNION.

ARTICLE I.

NAME.

The name of this organization shall be the International Kindergarten Union.

ARTICLE II.

PURPOSE.

The purpose of this organization shall be to gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active co-operation all kindergarten interests, to promote the establishments of kindergartens, and to elevate the standard of the professional training of the kindergarten.

ARTICLE III

MEMBERSHIP.

SECTION 1. *Active Membership.* Any society whose purpose is to promote the kindergarten movement shall be eligible to active membership in the Union, and shall be entitled to representation by one delegate at large and one additional delegate for each twenty-five members (until the limit of seventeen be reached), with power to vote. The six general officers and members of special and standing committees shall be enrolled as active members during their term of office. Members who are not delegates may be present at all meetings of the Union, may take part in all discussions, but, unless otherwise entitled, shall not introduce motions or vote.

SEC. 2. *Associate Membership.* A society composed exclusively of undergraduates of any kindergarten training school shall be admitted to associate membership as an associate branch society. Individuals shall also be admitted to associate membership. Such associate members and branch societies may attend all meetings, may participate in discussions, but shall not have power to vote.

SEC. 3. Membership in the Union shall be subject to the approval of the Executive Board.

SEC. 4. *Honorary Membership.* Honorary members may be elected by the Union, upon recommendation of the Executive Board, for important service and valuable aid rendered the kindergarten movement. Names may be presented to this Board

by officers or delegates. Such members shall be given all the privileges of active membership.

ARTICLE IV.

DUES.

SECTION 1. A society numbering fifty members or less may become a branch of the Union upon payment of \$5 per year. This payment must be accompanied by an annual report.

SEC. 2. A society numbering more than fifty members and less than seventy-five may become a branch of the Union upon payment of \$7.50 a year. A society numbering from seventy-five to one hundred members, inclusive, may become a branch of the Union upon payment of \$10 a year.

For every additional fifty members in the society, \$2.50 additional shall be paid annually, with a limit of \$25.

All dues must be accompanied by an annual report.

Only such societies as have paid dues shall be entitled to delegates.

SEC. 3. An undergraduate society may become an associate branch upon payment of \$5 a year. This payment must be accompanied by an annual report.

Individuals may become associate members of the Union upon payment of \$1 per year.

SEC. 4. The payment of dues must be made on or before January 1 of each year.

SEC. 5. A society or individual joining the Union on or after November 1 of any year shall not be required to pay dues until January 1 of the next ensuing year.

SEC. 6. Any society or individual remaining in arrears for dues six months after notice of such indebtedness has been sent by the Treasurer may be dropped from the list of membership, provided two notices of arrears have been sent.

SEC. 7. The payment of \$25 at one time shall hereafter constitute associate life membership, and shall exempt a member from further payment of dues.

Upon recommendations of the Executive Board for active service rendered, an associate life member may become an active life member.

SEC. 8. Branches in foreign countries too remote to permit of regular attendance at annual meetings, shall be admitted to active membership on payment of annual dues of \$1.00.

SEC. 9. Honorary members shall be exempt from the payment of all dues.

ARTICLE V

OFFICERS AND DELEGATES.

SECTION 1. The officers of the Union shall be a President, two Vice-Presidents, a Recording Secretary, a Corresponding

Secretary, who shall also be the Treasurer, and an Auditor.

The duties of these officers shall be such as usually pertain to such officers.

SEC. 2. These officers shall be elected by ballot at the annual meeting of the Union, and shall hold office for one year, or until their successors shall be elected.

A majority of those entitled to vote and voting shall constitute an election.

SEC. 3. At each annual meeting a nominating committee shall be appointed by the Executive Board, the duty of which shall be to prepare a list of officers to be balloted for at the next annual meeting. The nomination of this committee shall be transmitted to the Corresponding Secretary three months before the annual meeting, if possible, and by the Secretary to all who are entitled to vote. Branches of the Union may recommend any other person or persons for any of the offices, provided the consent of such persons is obtained, and such recommendation must be sent to the Secretary one month before the annual meeting. The Secretary shall then prepare ballots for use of the convention, with names of all nominees printed thereon, and such ballot shall be the official ballot.

SEC. 4. The general officers, members of special and standing committees, delegates from branches, honorary and active life members, shall be entitled to vote at the regular meetings of the Union.

ARTICLE VI.

COMMITTEES.

SECTION 1. The six general officers shall constitute an Executive Board, of which the President shall be chairman, to transact the necessary business of the Union and to act in emergencies. Three members shall constitute a quorum.

SEC. 2. The Executive Board shall appoint each year, when possible, a corresponding secretary from each foreign country in which is located one or more branches of the International Kindergarten Union. It shall be the duty of these corresponding secretaries to gather together matters of interest connected with the kindergarten movement in their respective countries and transmit same to the International Kindergarten Union through its Corresponding Secretary or Chairman of Committee on Foreign Correspondence to be presented at the annual meeting. The Corresponding Secretary of the Union shall forward to the foreign corresponding secretaries such reports, pamphlets and matters of interest as shall keep them informed with regard to the work and progress of the International Kindergarten Union.

SEC. 3. An Advisory Committee of ten shall be appointed by the President, subject to the approval of the Executive Board, whose duty it shall be to confer and advise with the officers and assist the Executive Board in devising and carrying out plans to promote the general good of the Union.

SEC. 4. *Program Committee.* This committee shall consist of the Executive Board and the chairman of the local committee where the ensuing convention is to be held. The work of this committee shall be to prepare and arrange the program of the annual convention of the Union. One half-day session shall be devoted to a business meeting. The decisions of this committee shall be subject to the majority of its membership.

SEC. 5. The President shall provide for such standing and other special committees from time to time as may be needed to facilitate the work of the Union, subject to the approval of the Executive Board.

ARTICLE VII.

MEETINGS.

SECTION 1. The meetings of the Union shall take place annually, the time and place to be presented at the convention by a special committee appointed for the purpose, the decision to be made by the majority vote of the delegates present. If for any reason not determined at the time of the convention, the Executive Board shall have power to make necessary arrangements for place and time of meeting. Fifteen members of the Union shall constitute a quorum.

SEC. 2. The International Kindergarten Union shall appoint representatives to attend the National Education Association meeting during each year. It shall keep in close touch with the Kindergarten Department of the Association, by exchange of reports and shall make every effort through its Executive Board to have a full attendance, and to promote and assist in every way possible the work of the department.

SEC. 3. To secure suitable arrangements for the annual meeting a local committee from the place of meeting shall be appointed to act in concert with the Executive Board in arranging for the conduct and general interest of the meeting.

SEC. 4. When so ordered by the Union the minutes of the meeting and papers of the convention shall be edited and published by a committee appointed by the President, of which the Recording Secretary shall be the chairman. Their report of the Union when so ordered published, shall be ready for distribution to members of the Union not later than six months if possible.

*Copies shall be distributed to branch societies in proportion to representation by delegates, one for each twenty-five members, until the limit of seventeen be reached.

Branches in foreign countries paying annual dues of \$1.00 shall receive two copies of the annual report unless additional copies are authorized by the Executive Board.

Associate members shall receive copies of the reports.

Extra copies may be ordered and paid for at rates fixed by the Executive Board, provided due notice has been given.

SEC. 5. Roberts' "Rules of Order" shall be the authority in parliamentary procedure.

ARTICLE VIII.

AMENDMENTS.

This Constitution may be amended at any annual meeting of the Union by a two-thirds vote of those present entitled to vote and voting, provided notice of such amendment has been appended to the call of the meeting or, without such previous notice, the Constitution may be amended at any annual meeting by the unanimous vote of those present entitled to vote and voting.

ARTICLE IX.

STANDING RULES.

SECTION 1. All bequests and life membership dues shall be set aside as an investment fund. The Executive Board shall be authorized to draw upon such fund only in case of great emergency.

SEC. 2. No appropriations shall be voted from the floor which have not first been approved by the Executive Board.

SEC. 3. The Executive Board may allow a reasonable compensation to the officer holding the position of Corresponding Secretary and Treasurer in view of the nature and responsibility of the work involved, and of the tax upon time and resources made necessary in order to accomplish it properly—the amount to be determined by the Executive Board.

SEC. 4. Chairmen of Committees anticipating the incurring of expense shall first submit an estimate of the amount involved and obtain the approval of the Executive Board before making the proposed expenditure.

SEC. 5. (a) In connection with the annual meeting, the International Kindergarten Union shall pay for all notices to branches including invitations, tickets for delegates, preliminary

*When the membership dues of a society reach the limit of \$25, as Article IV, Sec. 2, further copies of the printed reports can be purchased as stated in last clause of Article VII, Sec. 4.

programs authorized by the Executive Board, printing of ballots and traveling expenses of the six general officers—President, two Vice-Presidents, Recording Secretary, Corresponding Secretary and Treasurer, and Auditor; and all expenses of six general officers to one Board meeting.

(b) The local committee shall be expected to assume all expenses of a local character, including halls for all meetings, badges and the final program as arranged by the Executive Board; also to provide entertainment for members of the Executive Board and for such special guests as are recommended by the Executive Board.

SEC. 6. These standing rules may be amended, suspended or rescinded at any regular meeting of the International Kindergarten Union by a majority of those present entitled to vote and voting, providing a notice has been sent with the call for the meeting, or without such notice by a two-thirds vote of those present and voting.

DIRECTORY OF SCHOOLS AND DEPARTMENTS FOR KINDERGARTEN TRAINING

ARIZONA

Tempe. Kindergarten Department, State Normal School;
Amanda Zeller.

CALIFORNIA

Berkeley. Barnard Kindergarten Training School, 2748 Ashby Ave.; Grace Everett Barnard.

Los Angeles. Kindergarten Department, California State Normal School; 5th and Grand Sts.; Elizabeth F. Mascord, Barbara Greenwood.

Los Angeles. Miss Fulmer's School, 1550 West Adams St.; Grace Fulmer.

San Francisco. Kindergarten Department, State Normal School; Anna M. Stovall.

San Jose. Kindergarten Department, State Normal School; Isabel O. MacKenzie.

Pasadena. Broadoaks Kindergarten Training School; Ada Mae Brooks.

COLORADO

Greeley. Kindergarten Department, The State Teachers College; E. A. Hotchkiss.

CONNECTICUT

Bridgeport. Connecticut Froebel Normal Kindergarten-Primary Training School; 181 West Avenue; Mary C. Mills.

Bridgeport. The Fannie A. Smith Froebel Kindergarten Training School, 863 Lafayette St.; Fannie A. Smith.

Hartford. Culver-Smith Kindergarten Training School, 11 Marshall St.; M. Lima Culver, Louise Smith.

New Britain. Kindergarten Department, Connecticut State Normal Training School; May H. Noyes.

DISTRICT OF COLUMBIA

Washington. Columbia Kindergarten Training School, 2115 California St. and 2108 Connecticut Ave.; Misses Lippincott and Baker.

Washington. Kindergarten Department, Howard University, Howard Place; Martha McLearn (colored students).

Washington. Kindergarten Department, James Ormond Wilson Normal School, Harvard St.; Helen Gordon.

Washington. Kindergarten Department, Myrtilla Miner Normal School (colored students).

FLORIDA

Miami. Kindergarten Training School; Laura Cushman.
Tallahassee. Kindergarten Department, State College for Women; Mabel H. Wheeler.

GEORGIA

Atlanta. Kindergarten Department, Atlanta University; Gertrude H. Ware (colored students).
Columbus. Free Kindergarten Association Training School; Edwina Wood.
La Grange. Kindergarten Department, Training School at La Grange Settlement; Marguerite Murphy.
Savannah. Kate Baldwin Free Kindergarten Association Training School; Hortense M. Orcutt.

HAWAII

Honolulu. Honolulu Free Kindergarten Training School; Frances Lawrence.

ILLINOIS

Chicago. Chicago Kindergarten Institute, 410 S. Michigan Blvd.; Mary B. Page.
Chicago. Kindergarten Department, Chicago Normal College, 68th and Stewart Ave.; Mrs. Alice O'Grady Moulton.
Chicago. Kindergarten Department, School of Education, Chicago University, Kenwood Ave. and 59th St.; Alice Temple.
Chicago. National Kindergarten and Elementary College, 2944 Michigan Blvd.; Elizabeth Harrison.
Chicago. Pestalozzi-Froebel Kindergarten Training School, 616 Michigan Blvd.; Mrs. Bertha Hofer Hegner.
Chicago. The Armour Practice School, 33d and Federal Sts.; Mary E. Ely.
Normal. Kindergarten Department, Illinois State Normal University; Margaret H. Lee.
Peoria. Kindergarten Department, Peoria Normal School; Lucy B. Way.

INDIANA

Indianapolis. The Teachers College of Indianapolis, Alabama and 23rd Sts.; Mrs. Eliza A. Blaker.
**South Bend.* The South Bend Training School, 212 South Lafayette St.

*Mrs. Alma O. Ware died in June. No name of successor has been announced.

IOWA

- Cedar Falls.* Kindergarten Department, Iowa State Teachers College; Corinne Brown.
Des Moines. Kindergarten Department, Drake University; Irene Hirsch.

KANSAS

- Emporia.* Kansas State Normal School, Kindergarten Department, Twelfth Ave.; Anne Bingham.
Pittsburg. Kindergarten Department, State Manual Training School, South Broadway; Elsa Schoshusen.

KENTUCKY

- Louisville.* Kindergarten Department, Louisville Normal School, Hancock and Market Sts.; Mrs. R. Allen.

LOUISIANA

- New Orleans.* Kindergarten Department, New Orleans Normal School, 1905 Coliseum St.; Frances Randolph.

MARYLAND

- Baltimore.* Affordby Kindergarten Normal School, 705 Cathedral St.; Elizabeth Silkman.
Baltimore. Kindergarten Department, Goucher College; Stella A. McCarty.

MASSACHUSETTS

- Boston.* Kindergarten Department, Boston Normal School, Huntington Ave.; Mary C. Shute.
Boston. Miss Niel's Training School for Kindergartners, 200 Commonwealth Ave.; Harriet Niel.
Boston. The Perry Kindergarten Normal School, 18 Huntington Ave.; Mrs. Harriot Hamblen Jones.
Boston. The Susan E. Blow Training School for Kindergartners, 339 Marlborough St.; Laura Fisher (Taussig).
Boston. Miss Wheelock's Kindergarten Training School, 100 Riverway; Lucy Wheelock.
Bridgewater. Kindergarten Department, State Normal School, Anne M. Wells.
Cambridge. Lesley Normal School, 29 Everett St.; Mrs. Edith L. Wolfard.
Fitchburg. Kindergarten Department, State Normal School, Laura A. Woodworth.
North Adams. Kindergarten Department, Mark Hopkins School, Church St.; Mrs. Eliza G. Graves.
Springfield. Springfield Kindergarten Training School, Court Street; Hattie Twichell.
Wellesley. Kindergarten Department, Wellesley College; Anne M. Devereaux.

Worcester. Kindergarten Department, State Normal School;
Ruth A. Babcock.

MICHIGAN

Alma. Kindergarten Department, Alma College; Caroleen Robinson.

Big Rapids. Kindergarten Department, Ferris Institute; Flora Sawtelle.

Detroit. Kindergarten Department, Washington Normal School, Beaubian near Madison St.; Reginia R. Heller and Winifred Smith.

Grand Rapids. Grand Rapids Kindergarten Training School, 135 College Ave.; Clara Wheeler.

Kalamazoo. Kindergarten Department, Western State Normal; Lucy Gage.

Marquette. Kindergarten Department, Northern State Normal School; H. Susan Bates.

Mt. Pleasant. Kindergarten Department, State Normal School; Helen R. Emmons.

Ypsilanti. Kindergarten Department, Michigan State Normal College, Cross St.; Edith E. Adams.

MINNESOTA

Duluth. Kindergarten Department, State Normal School; Helen C. Steele.

Mankato. Kindergarten Department, State Normal School; Martha V. Collins.

Minneapolis. Minneapolis Kindergarten Association, Normal School, 116 North 11th St.; Stella Louise Wood.

Moorhead. Kindergarten Department, State Normal School; Genevieve Lyford.

Winona. Kindergarten Department, State Normal School, Sanborn St.; Louise C. Sutherland.

MISSOURI

Columbia. Kindergarten Department, University of Missouri; Marie Fowler.

Maryville. Kindergarten Department, State Normal School; Mildred Miller.

St. Louis. Kindergarten Department, Harris Teachers College; Alice Shallcross.

St. Louis. Kindergarten Training School, 5460 Delmar Blvd.; Mabel A. Wilson.

Springfield. Kindergarten Department, State Normal School; Elizabeth Moss.

Warrensburg. Kindergarten Department, State Normal School; Julia M. Scott.

NEBRASKA

- Fremont.* Kindergarten Department, Fremont College; Eva Mixer.
- Kearney.* Kindergarten Department, State Normal School; Anne Caldwell.
- Lincoln.* Kindergarten Department, University of Nebraska; Clara O. Wilson.
- Omaha.* Kindergarten Department, University of Omaha; Emma Ghering.
- Peru.* Kindergarten Department, State Normal School; Lou E. Hosmer.
- University.* Kindergarten Department, State Normal School; Lillian Beach.
- Wayne.* Kindergarten Department, State Normal School; Edith Stocking.

NEW JERSEY

- East Orange.* Miss Cora Webb Peet's Kindergarten Normal Training School, 82 Halsted St.; Cora Webb Peet.
- Montclair.* Kindergarten Department, State Normal School; Nora Atwood.
- Newark.* Kindergarten Department, City Training School; Pearl Carpenter.
- Trenton.* Kindergarten Department, State Normal School; Edna V. Hughes.

NEW YORK.

- Albany.* Kindergarten Department, Albany Teachers Training School, Delaware Ave. and Dana Park; Ellen Jones.
- Buffalo.* Kindergarten Department, Buffalo State Normal School, Jersey and 14th Sts.; Louise H. Cassety.
- Buffalo.* Kindergarten Department, Teachers' Training School, 142 Delaware Ave.; Ella C. Hill.
- Cortland.* Kindergarten Department, State Normal and Training School; Bertha L. Hill.
- Fredonia.* Kindergarten Department, State Normal School; Edith Barber.
- Geneseo.* Kindergarten Department, State Normal School; Anne S. Blake.
- Herkimer.* Kindergarten Department, Folts Mission Institute, 104 North Washington St.; Amy Quackenbush.
- New Paltz.* Kindergarten Department, State Normal School; Ruth M. Ward.
- New York.* (Brooklyn) Kindergarten Department, Adelphi Normal School for Kindergartners, St. James Place and Clinton Place; Louise Roethgen.
- New York.* (Brooklyn) Kindergarten Department, Brooklyn

- Training School for Teachers, Park Place, near Nostrand Ave.; Ruth Tappan.
- New York City.* Kindergarten Normal Department, Ethical Culture School, 33 Central Park West; Jessica E. Beers.
- New York City.* Training School of the Froebel League, 112 East 71st St.; Mrs. Marion B. B. Langzettel.
- New York City.* Jenny Hunter Kindergarten Training School, 2079 Fifth Ave.; Jenny Hunter.
- New York City.* Harriette M. Mills Kindergarten Training School, 32 Waverly Place; Harriette M. Mills.
- New York City.* Kindergarten Department, Hunter College of the City of New York, Park Ave. and 68th St.; Marie Bell Coles.
- New York City.* Kindergarten Department, Teachers College, Columbia University; Patty Smith Hill.
- Oneonta.* Kindergarten Department, State Normal School; Jessie Scott Hines.
- Oswego.* Kindergarten Department, State Normal School; Elizabeth G. Holmes.
- Potsdam.* Kindergarten Department, State Normal and Training School; Wilhelmina Caldwell.
- Rochester.* Kindergarten Department, Rochester Training School for Teachers, Seio St.; Mary Jean Miller.
- Syracuse.* Kindergarten Department, Training School for Teachers; Maude C. Stewart.

NORTH DAKOTA

- Valley City.* Kindergarten Department, State Normal School, Normal Ave.; Jeanette C. McCoy.

OHIO

- Akron.* Kindergarten Department, Perkins Normal School.
- Athens.* Kindergarten Department, Ohio University; Constance T. McLeod.
- Cincinnati.* Cincinnati Kindergarten Association Training School, 6 Linton St.; Lillian H. Stone.
- Cincinnati.* Kindergarten Department, Cincinnati Missionary Training School, 1029 Wesley Ave.; Lottie M. Sinnett.
- Cleveland.* Cleveland Kindergarten Training School, 2050 East 96th St.; Netta Faris.
- Kent.* Kindergarten Department, State Normal School; Clara Hitchcock.
- Oberlin.* Oberlin Kindergarten Normal Training School, 125 Elm St.; Clara May.
- Toledo.* Law Froebel Kindergarten Training School, 2313 Ashland Ave.; Mary E. Law.

OREGON

Portland. Department of Kindergarten Training, St. Helen's Hall; Minnie M. Glidden.

PENNSYLVANIA

Harrisburg. Froebel Kindergarten Training School, State and Second Sts.; Evelyn Barrington.

Lock Haven. Kindergarten Department, Normal School; Helen B. Leshner.

Philadelphia. Miss Hart's Training School, 3600 Walnut St.; Adelaide T. Illman.

Philadelphia. Kindergarten Department, Philadelphia Normal School for Girls, 13th and Springgarden Sts.; Mary Adair.

Philadelphia. Kindergarten Department, Temple University, Broad St.; Lucinda P. MacKenzie.

Pittsburgh. Kindergarten Department, Training School for Teachers, 1013 Heberton St.; Alice Parker.

Pittsburgh. School of Childhood, University of Pittsburgh; Meredith Smith.

RHODE ISLAND

Providence. Kindergarten Department, Normal School; Elizabeth C. Baker.

SOUTH CAROLINA

Greenville. Kindergarten Department, Greenville Female College; Kitty T. Perrin.

Rock Hill. Kindergarten Department, Winthrop Normal and Industrial College; Minnie Macfeat.

SOUTH DAKOTA

Madison. Kindergarten Department, State Normal School; Anna Mae Brady.

TEXAS

Belton. Baylor College for Women; Mrs. Jennie M. Hardy.

Dallas. Dallas Free Kindergarten Training School and Industrial Association, 1925 Cedar Spring Road; Mary King Drew.

Denton. Kindergarten Department, College of Industrial Arts; Mabel M. Osgood.

Fort Worth. Fort Worth Kindergarten Training School, Jennings Ave.; Mary G. Waite.

Huntsville. Sam Houston Normal Institute; Winifred Weldin.

San Antonio. San Antonio Kindergarten Training School, 151 N. Pecos St.; Elizabeth Moore.

UTAH

- Provo.* Kindergarten Department, Brigham Young University ;
Ida S. Dusenberry.
Salt Lake City. Kindergarten Department, University of Utah ;
Rose Jones.

VIRGINIA

- Farmville.* Kindergarten Department, State Normal School ;
Grace Mix.
Harrisonburg. Kindergarten Department, Normal and Industrial School for Women ; Mary Louise Seeger.
Norfolk. Kindergarten Association Training School ; Lillian Wadsworth.
Richmond. Kindergarten Department, Normal Training School,
Corner Lombardy and Main Sts. ; Mary E. Pennell.

WASHINGTON

- Ellensburg.* Kindergarten Department, Washington State Normal School ; Clara Meisner.
Seattle. Kindergarten Training School ; Ellen Creelman.

WISCONSIN

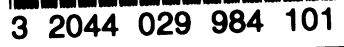
- Milwaukee.* Kindergarten Department, State Normal School ;
Nina C. Vandewalker.
Superior. Kindergarten Department, Superior Normal School,
Grand Ave. and 18th St. ; Caroline W. Barbour.
Whitewater. Kindergarten Department, State Normal School ;
Florence A. Foxwell (first year course).

KINDERGARTEN TRAINING SCHOOLS DISCONTINUED

- Birmingham, Ala.* Kindergarten Department, Training School for Teachers, 6th Ave. and 24th St. North; Agnes M. Wilson, Principal.
- Mobile, Ala.* Mobile Kindergarten Training School, Government St.; Ann Elizabeth Johnston.
- Gunnison, Colo.* Kindergarten Department, The State Normal School of Colorado; Katherine Hale.
- Wilmington, Del.* Miss Beaman's Training School for Kindergartners, 826 Adams St.; Elizabeth Beaman.
- Washington, D. C.* Kindergarten Department, Lucy Webb Hayes Training School, 1150 North Capitol St.; Sue Northey. Merged with Folts Mission Institute at Herkimer, N. Y.
- Atlanta, Ga.* Atlanta Kindergarten Normal and Elementary School, 67 Severn St.; Willette A. Allen.
- Chicago, Ill.* Kindergarten Collegiate Institute of Chicago, 410 South Michigan, Ave.; Eva B. Whitmore.
- Valparaiso, Ind.* Kindergarten Department, Valparaiso University, College Ave.; Mrs. Mary A. Hemstock.
- Holton, Kansas.* Campbell University, Kindergarten Department.
- Wichita, Kansas.* Kindergarten Department, Friends' University.
- Muskegon, Mich.* Kindergarten Department, City Normal Training School, Davis and Southern Sts.; Marjorie Kinan.
- St. Paul, Minn.* Kindergarten Department, St. Paul Normal School, 10th and Minnesota Sts.; Florence Rood.
- Kansas City, Mo.* Froebel Kindergarten Training School, 1020 McGee St.; Elizabeth Moss.
- Trenton, N. J.* Kindergarten Department, Carroll Robbins Training School.
- New York, N. Y.* New York Kindergarten Association Training School, 524 W. 42d St.; Laura Fisher.
- New York, N. Y.* Kindergarten Department, New York Training School for Teacher, 220 West 120th St.; Blanche Bosworth.
- Columbus, Ohio.* Kindergarten Normal Training School; Elizabeth N. Samuel.
- Yankton, S. D.* Kindergarten Training School; Alice Daugherty.
- Richmond, Va.* Richmond Training School for Kindergartners, 1014 East Broad St.; Lucy S. Coleman. Absorbed into City Normal Training School.







JUN 12 1973			
GAYLORD			PRINTED IN U.S.A.

GAYLORD

PRINTED IN U.S.A.

